

Little Compton Reading Curriculum- Kindergarten

By Dorie Freeman, Jen Segala, Marianne Vareika, Janet Griffith; January 2011

PHONEMIC AWARENESS

Applied Learning Standard(s): A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Foundational Skills for K: (Phonological Awareness)</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>2a. Recognize and produce rhyming words.</p> <p>2b. Count, pronounce, blend, and segment syllables in spoken words</p> <p>2c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>GLE: R-K-9-Demonstrates phonemic awareness and applies phonological knowledge and skills by...</p> <p>R-K-9.1: -Blending and segmenting syllables and onset-rimes(e.g., cup-cake, s-at)</p> <p>R-K-9.3 -Isolating phonemes in single syllable words (e.g., Tell me the first sound in “mop,” tell me the last sound in “mop”)</p> <p>R-K-9.5 -Recognizing pairs of rhyming words</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Use letter/sound activities-rhyming, matching, sounds, etc. Engage choral reading of rhyming Big Books and poems Use oral rhyming and letter-sound games Play songs that include letter-sound recognition and manipulation. Say words slowly to model parts of spoken words Listen to and monitor student’s spoken words(one-syllable words), individual sounds, rhymes and letter sounds Model and guide Interactive Writing 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis K-2 Writing Continuum Running Records Teacher Observations during Classroom Literacy Activities Formative Assessments <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Hear and manipulate individual sounds in words Identify and produce rhymes Produce letter sounds Substitute individual sounds in one-syllable words to make new words Count, identify, pronounce and blend simple one-syllable words 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts <i>Words Their Way</i> program <i>KidWriting</i> program Poems, Songs, Charts Big Books, trade books Fountas and Pinnell phonics A-B-C flip chart Curriculum-aligned computer games and websites <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>The Daily Café</i> by Gail Boushey and Joan Moser <i>Handwriting Without Tears</i> by Jan Olsen

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr:

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CONCEPTS OF PRINT

Applied Learning Standard(s): A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Foundational Skills for Kindergarten: (Print Concepts) 1. Demonstrate understanding of the organization and basic features of print. 1a. Follow words from left to right, top to bottom, and page by page. 1b. Recognize that spoken words are represented in written language by specific sequences of letters. 1c. Understand that words are separated by spaces in print. 1d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>Informational Text for Kindergarten: (Craft and Structure) 5. Identify the front cover, back cover, and title page of a book.</p>	<p>GLE: R-K-10-Demonstrates understanding of concepts of print during shared or individual reading by...</p> <p>R-K-10.1 -Distinguishing between printed letters and words</p> <p>R-K-10.2 -Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to-right and top-to-bottom directionality</p> <p>R-K-10.3 Identifying the first and last parts of a word (beginning/end of the word)</p> <p>R-K-10.4 -Identifying key parts of a book; front and back, print, illustrations</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Use interactive charts, poems and Big Books to highlight/recognize the difference between letters and words and the parts of words (beginning, middle, and end) Use spacer sticks or finger spaces when writing Model and display finger-pointing for emergent readers during guided reading Use multi-modality activities for letter naming and recognition Model and guide Interactive Writing 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis LASW (Looking at Student Work) K-2 Writing Continuum Running Records Teacher Observations during Classroom Literacy Activities Formative Assessments Conferencing Portfolios <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Hold book correctly Read left to right with return sweep and top to bottom of page Identify book's print, front, back, and illustrations Point to each word with one-to-one correspondence (space vs. word) Write words in sentences that are separated by spaces Recognize and name all upper-and lowercase letters Show beginning, middle, and end of a word 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts <i>KidWriting</i> program Poems, Songs, Charts Big Books, trade books Guided reading books A-B-C flip chart Curriculum-aligned computer games and websites Instructional resources such as word frames, highlighter tape and pointers <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>The Daily Café</i> by Gail Boushey and Joan Moser <i>Guided Reading</i> by Fountas and Pinnell, 1996

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr:

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WORD IDENTIFICATION & DECODING

Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Foundational Skills for Kindergarten: (Phonics and Word Recognition)</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>3c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>GLE: R-K-1- Applies word identification and decoding strategies (leading to automaticity) by....</p> <p>R-K-1.1 -Demonstrate a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds</p> <p>R-K-1.4 -Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal & classroom experiences)</p> <p>R-K-1.5 -Recognizing and naming all upper and lower case letters</p> <p>R-K-1.6 -Identifying the primary sounds represented by most letters (sound-symbol correspondence)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Use magnetic letters for making words Demonstrate sorting pictures and letters by matching them with letters, sounds and sound patterns Display Word walls for frequent sight word reference (first dictionaries) Model and apply <i>Kid Writing</i> "crowns" as memory clues for irregularly spelled high frequency words Identify target words highlighted on poem and song charts Model and use linking words: "If I know cat, I know hat" 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis K-2 Writing Continuum LASW (Looking at Student Work) Running Records Teacher Observations during Classroom Literacy Activities Formative Assessments Conferencing Portfolios <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Read high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences)-leading to automaticity Produce words using word families Locate anchor words within texts Match most common sounds to letters See and hear similarities and differences in words, ex. cat/hat; dog/dig; has/had Associate long and short sounds with the five vowels Use letter-sound knowledge to solve a few simple regularly spelled words 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts <i>Kid Writing</i> program <i>Words Their Way</i> Poems, Songs, Charts Big Books, trade books Guided reading books A-B-C flip chart Curriculum-aligned computer games and websites Instructional resources such as word frames, highlighter tape and pointers K-2 Phonics Chart for letter sounds <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>The Daily Café</i> by Gail Boushey and Joan Moser <i>Guided Reading</i> by Fountas and Pinnell, 1996 <i>Word Matter</i> by Fountas and Pinnell

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr:

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VOCABULARY

Applied Learning Standard(s): A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Literature for Kindergarten: (Craft & Structure) 4. Ask and answer questions about unknown words in a text.</p> <p>Informational Text for Kindergarten: (Craft & Structure) 4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Language for Kindergarten: (Vocab Acquisition and Use) 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). 4b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposite (antonyms). 5c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>GLE: R-K-2 – Students identify the meaning of unfamiliar vocabulary by... R-K-2.1 -Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions)</p> <p>GLE: R-K-3 – Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by... R-K-3.1 - Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words EXAMPLE: What word means the same as _____? R-K-3.2 -Demonstrating knowledge of basic concepts (i.e., common words that describe position in space and time, such as: over, between, after, behind) R-K-3.3 -Organizing words by category (e.g., sorting pictures or objects into groups)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Explain, model and practice categorizing words, pictures, and pictures into groups to show the concept of categorizing Connect new words to known words (synonyms/antonyms) Talk about words, word relationships and meanings as they are encountered in books, illustrations, conversations and the real world Share student writing to promote vocabulary growth through social interaction and peer experiences. Identify a variety of meanings among verbs which describe the same action; distinguish each meaning through play-acting Collect and play with words that are new, interesting or personally special Model and practice using common words to describe time and position in space Explain and model word changes through common inflections and affixes Demonstrate different word associations (noun-verb) 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis K-2 Writing Continuum LASW (Looking at Student Work) Running Records Teacher Observations during Classroom Literacy Activities Formative Assessments <p><u>Performance Indicators:</u> With Prompting and Support...</p> <ul style="list-style-type: none"> Use pictures and words to read and to inquire about unknown or unfamiliar words in text Organize objects and pictures into categories to show the concept of categories Use common words that describe position in space and time Identify words in real-world applications (Who is wearing aqua?) Distinguish a variety of meanings among verbs describing the same action (act them out) Draw, show, or explain a word with two meanings (noun-verb) Tell how common inflections and affixes change the meaning of a word Answer synonym and antonym questions Act out “degree of meaning” for a verb ex: ways of speaking: whispering, yelling, etc. 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts <i>KidWriting</i> program <i>Making Meaning</i> program <i>Words Their Way</i>, Bear Invernizzi, Templeton, and Johnston Poems, Songs, Charts Big Books Trade Books Guided reading books A-B-C flip chart Curriculum-aligned computer games and websites Instructional resources such as word frames, highlighter tape and pointers <i>Fancy Nancy</i> book series Scholastic News <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <i>The Daily Café</i> by Gail Boushey and Joan Moser <i>Guided Reading</i> by Fountas and Pinnell, 1996 <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>Bringing Words to Life</i>, Beck & McKeown

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr:

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LITERARY TEXTS-INITIAL UNDERSTANDING

Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Literature for Kindergarten: (Key Ideas and Details) 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>Literature for Kindergarten: (Craft & Structure) 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Literature for Kindergarten: (Range of Reading & Level of Text Complexity) 10. Actively engage in group reading activities with purpose and understanding</p>	<p>GLE: R-K-4 – Demonstrate an initial understanding of elements of literary texts read aloud by...</p> <p>R-K-4.1 -Identifying characters in a story</p> <p>R-K-4.2 -Responding to simple questions about a book’s content (e.g., What did that hungry caterpillar eat?)</p> <p>EXAMPLES (of responses): drawing, reenacting parts of a story, etc.</p> <p>R-K-4.3 -Generating questions during read alouds</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Compare and contrast characters, setting, and events using drawings and classroom graphic organizers Model and practice with think-alouds to wonder, retell, and predict Activate student practice of the above that includes partner work, and responding to stories through drawing, drama, or crafts. Model retelling stories with and without prompts Engage students in discussions or conferences during which story content is questioned and reviewed. 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis K-2 Writing Continuum Running Records Teacher Observations during Classroom Literacy Activities Formative Assessments <p><u>Performance Indicators:</u> With Prompting and Support...</p> <ul style="list-style-type: none"> Recognize story vs. poem Identify characters in a story Respond to simple questions about a book’s content and characters Draw, write, and/or re-enact parts of a story Participate in discussions by asking and responding to questions Generate questions by wondering what might happen next Retell a story in own words or reenact it, getting the events in the correct sequence Define the role of author and illustrator 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry <i>Making Meaning</i> program Poems, Songs, Charts Big Books Trade Books Guided reading books A-B-C flip chart Curriculum-aligned computer games and websites Strategies: SQP3R; ACE; QAR Instructional resources such as word frames, highlighter tape and pointers <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <i>The Daily Café</i> by Gail Boushey and Joan Moser <i>Guided Reading</i> by Fountas and Pinnell, 1996 <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr:

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LITERARY TEXT-ANALYZE AND INTERPRET

Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Literature: Interpreting for Kindergarten: (Integration of Knowledge and Ideas) 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Literature for Kindergarten: (Range of Reading & Level of Text Complexity) 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>GLE: R-K-5- Analyze and interpret elements of literary texts <u>read aloud, citing evidence where appropriate by....</u></p> <p>R-K-5.1 -Making predictions about what might happen next</p> <p>R-K-5.2 -Identifying characteristics of main characters</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Review of some/many illustrations to provide a <u>book introduction</u> for students, discussing and predicting plot and character, <u>before</u> reading. Engage in brief discussions and questioning <u>during</u> reading to encourage comprehension-related predicting during reading Use whole class activities (charts, graphs, songs, poems) or individual expression (artwork, writing), <u>after</u> reading, to record a character's traits and/or problem/s in a story. 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis K-2 Writing Continuum Running Records Teacher Observations during Classroom Literacy Activities Formative Assessments <p><u>Performance Indicators:</u> With Prompting and Support...</p> <ul style="list-style-type: none"> Participate in discussions about making predictions before and during reading Show, tell, or draw about a character's traits Compare traits between characters in two different books Make connections between a book's illustrations and moments in the story 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry <i>KidWriting</i> program <i>Making Meaning</i> program Poems, Songs, Charts Big Books Trade Books Guided reading books Curriculum-aligned computer games and websites Strategies: SQP3R; ACE; QAR Instructional resources such as word frames, highlighter tape and pointers <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <i>The Daily Café</i> by Gail Boushey and Joan Moser <i>Guided Reading</i> by Fountas and Pinnell, 1996 <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>7 Keys to Comprehension</i>, Zimmerman <i>Wondrous Words</i>, Katie Wood Ray <i>Word Matters</i>, Pinnell and Fountas <i>The Fluent Reader</i>, Timothy Rasinski

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr:

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FLUENCY

Applied Learning Standard(s): A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Foundational Skills for Kindergarten: (Fluency) 4. Read emergent-reader texts with purpose and understanding.</p> <p>Literature for Kindergarten: (Range of Reading & Level of Text Complexity) 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>NOT assessed in Kindergarten:</p> <p>NO GLE in K</p> <p>(HOWEVER, Fluency becomes GLE-R-11 in grades 1-12)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> • Read alouds (model) • Shared reading (scaffold instruction) • Guided reading (scaffold instruction) • Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> • Model read alouds so students hear how the flow of fluent reading sounds. • Model how to practice putting two and three word phrases together in their guided reading. Example: “mom and dad” or “she said”. • Model reading poems and charts to provide opportunities to hear and see varied and appropriate pacing of reading; with a purpose of sounding like natural talking. 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> • DRA2 • DRA2 Word Analysis • K-2 Writing Continuum • Running Records • Teacher Observations during Classroom Literacy Activities • Formative Assessments <p><u>Performance Indicators:</u> With Prompting and Support...</p> <ul style="list-style-type: none"> • Participate in choral reading with the class. • Imitate teacher or independently place a few words into phrases during guided reading • Attentively respond to books read aloud, joining in language activities that may be provided. 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> • Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts • <i>KidWriting</i> program • <i>Making Meaning</i> program • Poems, Songs, Charts • Big Books • Trade Books • Guided reading books • Curriculum-aligned computer games and websites • Instructional resources such as word frames, highlighter tape and pointers <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> • CD: <i>Hip-Hop AlphaBop</i> by Jack Hartmann • <i>Guided Reading</i> by Fountas and Pinnell, 1996 • <i>Reading with Meaning</i>, Debbie Miller • <i>Mosaic of Thought</i>, Keene and Zimmerman • <i>The Fluent Reader</i>, Timothy Rasinski • <i>Sing A Song of Poetry</i> by Pinnell & Fountas • <i>Lessons for Climb Inside A Poem</i> by Heard & Laminack • <i>Reading and Writing Poetry Across the Year</i> by Georgia Heard & Lester Laminack • <i>Where the Sidewalk Ends: Poems and Drawings</i> by Shel Silverstein • <i>Poetry Speaks to Children</i>, Editor: Elsie Paschen • <i>The Big Book of Classroom Poems</i> by Kathleen M. Hollenbeck • <i>70 Wonderful Word Family Poems</i>, compiled by Jennifer Wilen and Beth Handa • <i>The Great BIG Book of Thematic Poetry</i> by Betsy Franco & Friends • <i>101 Thematic Poems for Emergent Readers</i> by Mary Sullivan • <i>ABC Sing-Along Flip Chart & CD: 26 Delightful Songs Set to Your Favorite Tunes That Build Phonemic Awareness & Teach Each Letter of the Alphabet</i> by Teddy Slater
Common Assessment: 1 st qtr:		2 nd qtr:	3 rd qtr:	4 th qtr:

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LITERARY TEXT-PERSONAL RESPONSE

Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Informational Text for Kindergarten: (Integration of Knowledge & Ideas) 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Literature for Kindergarten: (Integration of Knowledge & Ideas) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Literature for Kindergarten: (Range of Reading & Level of Text Complexity) 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>GLE: R-K-16 – Generates a personal response to what is read aloud through a variety of means by....</p> <p>R-K-16.1 -Comparing stories or other texts to personal experience, prior knowledge which might include other texts</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Show how to find background knowledge in other sources such as computers, other texts, peers, adults, etc., <u>before</u> listening to literary texts Model how to activate prior knowledge and make connections text-to-self, text-to-text, and text-to-world <u>while listening</u> to literary texts Provide time in class for students to share personal connections to stories and to choose books that have stories with personal attachments. 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis K-2 Writing Continuum Running Records Teacher Observations during Classroom Literacy Activities Formative Assessments <p><u>Performance Indicators:</u> With Prompting and Support...</p> <ul style="list-style-type: none"> Make connections from story to personal experiences and other stories for understanding Make connections from prior knowledge Make connections through drawings, journal entries, graphic organizers 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry <i>Making Meaning</i> program Poems, Songs, Charts Big Books Trade Books Guided reading books A-B-C flip chart Curriculum-aligned computer games and websites Instructional resources such as word frames, highlighter tape and pointers <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>The Daily Café</i> by Gail Boushey and Joan Moser <i>Guided Reading</i> by Fountas and Pinnell, 1996 <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>7 Keys to Comprehension</i> by Zimmerman

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INFORMATIONAL TEXT-INITIAL UNDERSTANDING *Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Informational Text for Kindergarten: (Key Ideas and Details) 1. With prompting and support, ask and answer questions about key details in a text 2. With prompting and support, identify the main topic and retell the key details of a text 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces or information in a text</p> <p>Informational Text for Kindergarten: (Craft and Structure) 4. With prompting and support, ask and answer questions about unknown words in a text 5. Identify the front cover, back cover, and title page of a book 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>Informational Text for Kindergarten: (Range of Reading & Level of Text Complexity) 10. Actively engage in group reading activities with purpose and understanding</p>	<p>GLE: R-K-7 – Demonstrate initial understanding of informational texts read aloud (expository and practical texts) by.....</p> <p>R-K-7.1 -Obtaining information, using text features (e.g., title and illustrations)</p> <p>EXAMPLE: From the picture on the cover, what do we think this book will tell us?</p> <p>R-K-7.2 -Using explicitly stated information to answer questions</p> <p>EXAMPLE: So, what did we learn about what owls eat?</p> <p>R-K-7.4 -Generating questions during read alouds</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Model how to preview text features as a way of activating prior knowledge. (title, illustrations, photos, front cover) Collect interesting questions about the topic before and during reading. Using the book to build curious minds. Provide ways to respond to informational books by showing facts and concepts learned. This can be shown as class charts, graphs or songs, poems, artwork, writing, or other expressions. Allow discussions during reading in which informational book content is questioned and reviewed to create excitement for a topic. 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis K-2 Writing Continuum Running Records Teacher Observations during Classroom Literacy Activities Formative Assessments <p><u>Performance Indicators:</u> With Prompting and Support...</p> <ul style="list-style-type: none"> Obtain information using text features such as title, illustrations, photos, captions, labels, indexes, glossary, table of contents Use information stated from text to answer questions (cite examples) Generate questions during read alouds 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Literary Nonfiction and Historical, Scientific, and Technical Texts <i>KidWriting</i> program <i>Making Meaning</i> program Poems, Songs, Charts Nonfiction Big Books Nonfiction Trade Books Nonfiction Guided reading books Curriculum-aligned computer games and websites http://writingfx.com http://www.readwritethink.org http://ncte.org http://ira.com Instructional resources such as word frames, highlighter tape and pointers Scholastic News <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>The Daily Café</i> by Gail Boushey and Joan Moser <i>Guided Reading</i> by Fountas and Pinnell, 1996 <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>7 Keys to Comprehension</i> Zimmerman <i>Is That A Fact?</i> By Tony Stead

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr:

Little Compton Reading Curriculum- Kindergarten

By Dorie Freeman, Jen Segala, Marianne Vareika, Janet Griffith; January 2011

INFORMATIONAL TEXT-ANALYZE AND INTERPRET Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Informational Text for Kindergarten: (Integration of Knowledge & Ideas) 7. With prompting and support, describe the relationship between the illustrations and the texts in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts) 8. With prompting and support, identify the reasons an author gives to support points in a text 9. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)</p> <p>Informational Text for Kindergarten: (Range of Reading & Level of Text Complexity) 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>GLE: R-K-8- Analyze and interpret informational text read- aloud, citing evidence as appropriate by.....</p> <p>R-K-8.1 -Telling what was learned</p> <p>EXAMPLE: Draw a picture of something you've learned from this story about dogs.</p> <p>R-K-8.3 -Making basic inferences</p> <p>EXAMPLE: From what we just read, what kinds of foods will help you to stay healthy?</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Collect interesting questions about the topic before and during reading. Using the book to build curious minds. Use discussions after reading to make connections between informational books to compare and contrast topics. This can be shown as class charts, graphic organizers, songs, poems, artwork, writing, or other expression. Participate in discussions or conferences during which informational book content is questioned and reviewed, and/or creatively expressed 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis K-2 Writing Continuum Running Records Teacher Observations during Classroom Literacy Activities Formative Assessments <p><u>Performance Indicators:</u> With Prompting and Support...</p> <ul style="list-style-type: none"> Show, tell and/or draw something that was learned from a read-aloud Make inferences from the text Make connections from text to illustrations Find reasons imbedded in text (It might rain because I see a black cloud.) Compare two books on the same topic. 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Literary Nonfiction and Historical, Scientific, and Technical Texts <i>KidWriting</i> program <i>Making Meaning</i> program Poems, Songs, Charts Nonfiction Big Books Nonfiction Trade Books Nonfiction Guided reading books Curriculum-aligned computer games and websites http://writingfix.com http://www.readwritethink.org http://ncte.org http://ira.com Instructional resources such as word frames, highlighter tape and pointers Scholastic News <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <i>The Daily Café</i> by Gail Boushey and Joan Moser <i>Guided Reading</i> by Fountas and Pinnell, 1996 <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>7 Keys to Comprehension</i>, Zimmerman <i>Is That A Fact?</i> By Tony Stead

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MONITORING COMPREHENSION

Applied Learning Standard(s): A4 (Organization)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Speaking and Listening for Kindergarten: (Comprehension and Collaboration)</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering question about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>*All Speaking and Listening</p> <p>Local: integrating speaking and listening with reading.</p>	<p>GLE: R-K-12- Demonstrates ability to monitor comprehension and strategy use for different types of text</p> <p>R-K-12.1 -Noticing when simple sentences fail to make sense (while listening to a read aloud or simple text)</p> <p>R-K-12.2 -Using pictures, syntax or repetitive language patterns to help predict upcoming words</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> • Read alouds (model) • Shared reading (scaffold instruction) • Guided reading (scaffold instruction) • Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> • Encourage students to stop and question reading when language or information does not sound right or make sense. • Use oral variations of the cloze procedure for predicting next words. • Show the student how to monitor one-to-one matching and know it is correct. • Show the student how to use known sight words to monitor one-to-one matching • Show the student how to monitor own reading by checking one source of information against another (ex. picture with first sound) • Ask questions and have purposeful discussions to decipher student understanding 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> • DRA2 • DRA2 Word Analysis • K-2 Writing Continuum • Running Records • Teacher Observations during Classroom Literacy Activities • Formative Assessments <p><u>Performance Indicators:</u> With Prompting and Support...</p> <ul style="list-style-type: none"> • Monitor comprehension by noticing when sentences fail to make sense during a read aloud or own reading • Use pictures, syntax, or language patterns to predict upcoming words • Seek clarification of written information that is not understood 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> • Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts • <i>KidWriting</i> program • <i>Making Meaning</i> program • Poems, Songs, Charts • Big Books • Trade Books • Guided reading books • Curriculum-aligned computer games and websites • www.ncte.org • www.ira.com • http://www.readwritethink.org • Strategies: ACE, QAR, SQP3R • Instructional resources such as word frames, highlighter tape and pointers <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> • <i>The Daily Café</i> by Gail Boushey and Joan Moser • <i>Guided Reading</i>, Fountas and Pinnell, 1996 • <i>Reading with Meaning</i>, Debbie Miller • <i>Mosaic of Thought</i>, Keene and Zimmerman • <i>7 Keys to Comprehension</i>, Zimmerman

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COMPREHENSION STRATEGIES

Applied Learning Standard(s): A4 (Organization)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Literature: Interpreting for Kindergarten: (Key Ideas & Details)</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text 2. With prompting and support, identify the main topic and retell the key details of a text 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces or information in a text <p>Literature: Interpreting for Kindergarten: (Integration of Knowledge & Ideas)</p> <ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <p>Literature: Interpreting for Kindergarten: (Range of Reading & Level of Text Complexity)</p> <ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding. 	<p>GLE: R-K-13- Uses comprehension strategies (flexibly and as needed) while listening to literary or informational text</p> <p>EXAMPLES of reading comprehension strategies might include: -Using prior knowledge; predicting and making simple text-based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); or making connections (text to self, text to text, text to world)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> • Read alouds (model) • Shared reading (scaffold instruction) • Guided reading (scaffold instruction) • Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> • Discuss and provide background knowledge from various sources, (including the students), about a book topic before reading aloud • Model (ex. teacher think aloud), guiding and practicing (ex. peer discussion) how to make predictions from background knowledge and text features • Model, guide and practice how to retell, visualize, make connections and question (wonder) • Demonstrate how to find evidence in grade-level text to support a purposeful answer with understanding 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> • DRA2 • DRA2 Word Analysis • K-2 Writing Continuum • Running Records • Teacher Observations during Classroom Literacy Activities • Formative Assessments <p><u>Performance Indicators:</u> With Prompting and Support...</p> <ul style="list-style-type: none"> • Use prior knowledge (schema) to make predictions and inferences about a book before reading • Use imagination to make “a picture in the mind” (sensory imagery) from book information • Share text connections. • Use “I wonder...” language during reading 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> • Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts • <i>KidWriting</i> program • <i>Making Meaning</i> program • Poems, Songs, Charts • Big Books • Trade Books • Guided reading books • Curriculum-aligned computer games and websites • Strategies: ACE; QAR; SQP3R; Coding Information • Instructional resources such as word frames, highlighter tape and pointers <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> • <i>The Daily Café</i> by Gail Boushey and Joan Moser • <i>Guided Reading</i> by Fountas and Pinnell, 1996 • <i>Reading with Meaning</i>, Debbie Miller • <i>Mosaic of Thought</i>, Keene and Zimmerman • <i>7 Keys to Comprehension</i>, Zimmerman

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LITERATE COMMUNITY

Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Literature and Informational Text for Kindergarten: (Range of Reading & Level of Text Complexity) 10. Actively engage in group reading activities with purpose and understanding.</p> <p>Speaking & Listening for Kindergarten: (Comprehension & Collaboration) 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 1b. Continue a conversation through multiple exchanges.</p> <p>Speaking & Listening for Kindergarten: (Presentation of Knowledge and Ideas) 6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>GLE: R-K-17- Demonstrates participation in a literate community by.....</p> <p>R-K-17.1 -Self-selecting reading materials aligned with reading ability and personal interests</p> <p>R-K-17.2 -Participating in discussions about text, ideas, and student “writing” by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peer, librarians, teachers, and others</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Model choosing “just-right” books Provide a wide variety of genres within classroom and school libraries Motivate student interests in various genres by reading aloud books on multiple topics Share and celebrate peer writing and favorite books Share favorite books with families, friends and other classrooms 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis K-2 Writing Continuum Running Records Teacher Observations during Classroom Literacy Activities Formative Assessments <p><u>Performance Indicators:</u> With Prompting and Support...</p> <ul style="list-style-type: none"> Self-select materials aligned with ability and personal interests Participate in discussions about books, ideas and student “writing” Share/recommend books to others Show interest in books that are promoted in classroom and library or by peers 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts <i>KidWriting</i> program <i>Making Meaning</i> program Poems, Songs, Charts Big Books Trade Books Guided reading books Curriculum-aligned computer games and websites Instructional resources such as word frames, highlighter tape and pointers www.ncte.org www.ira.com http://www.readwritethink.org Strategies: ACE; QAR; SQP3R; Coding Information <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>The Daily Café</i> by Gail Boushey and Joan Moser <i>Guided Reading</i> by Fountas and Pinnell, 1996 <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>7 Keys to Comprehension</i>, Zimmerman <i>Wondrous Words</i>, by Katie Wood Ray <i>Word Matter</i>, Pinnell & Fountas <i>The Fluent Reader</i>, Timothy Rasinski

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