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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Reading Standards for Literature**

**College and Career Readiness Anchor Standard:**

Key Ideas and Details

**Big Ideas:**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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| **Essential Questions**  **What is a story?**  **What questions can we ask about a story?**  **What are the parts of a story?**  **How can we retell the important parts of a story?** | **CC Focus for Instruction**  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. | **Planned Learning Experiences/**  **Instructional Strategies**   * 1. Read Aloud – use think aloud strategy to model orally.   Shared Reading - model using graphic organizers during and/or after reading text whole group. Model oral questioning techniques and graphic organizers. Model written responses. Model retelling techniques.  Guided Reading – Model and practice oral questioning techniques, graphic organizers, and retelling techniques, model and practice written responses.  Independently – if students are able to read independently, written responses in journals. | **Assessments**  1. Informal and formal teacher observations,  Oral and written response,  Reading response journal  2. Beginning, Middle, and End assessment,  Informal and formal teacher observations,  Oral and written response  3. Informal and formal teacher observation, oral and written response | **Resources**  1 -DRA2, student journals, leveled and grade level texts, Various types of literature (poems, songs, leveled and grade level texts, big books) graphic organizers  2 -DRA2, BME paper, graphic organizers (story map, etc), leveled and grade level texts, Various types of literature (poems, songs, leveled and grade level texts, big books) student journals  3 - DRA2, story map and other graphic organizers (story map, etc.), leveled and grade level texts, Various types of literature (poems, songs, leveled and grade level texts, big books)student response journals |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Reading Standards for Literature**

**College and Career Readiness Anchor Standard:**

Craft and Structure

**Big Ideas:**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

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| **Essential Questions**  **What should I do when I don’t understand a word?**  **What can I read?**  **What do authors and illustrators do?** | **CC Focus for Instruction**  4. Ask and answer questions about unknown words in a text.  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. | **Planned Learning Experiences/**  **Instructional Strategies**  4. Read Aloud – use think aloud strategy to model orally, graphic organizers.  Shared Reading – model and practice skills before, during, and after reading, think pair share. Graphic organizers  Guided Reading – model and practice what to do when there is an unknown word, think pair share. Graphic organizers  Independent Reading – If students are able to read independently, have them identify unknown words.  5-6 Read Aloud – use think aloud strategy to model orally.  Shared Reading – Before, during, and after orally discuss, model, and practice what text is being read, and the roles of an author and illustrator.  Guided Reading – orally discuss, model, and practice what text is being read, and the roles of an author and illustrator.  Independent Reading – If students are able to read independently, have them identify the type of text and the author and illustrator. | **Assessments**  4. formal and informal teacher observation of oral responses, written responses (when appropriate)  5. Formal and informal teacher observation, oral responses, written responses (when appropriate)  6. Teacher observation, oral response, written responses (when appropriate) | **Resources**  4 - Leveled texts, Various types of literature (poems, songs, leveled and grade level texts, big books) DRA2, Child’s dictionary, graphic organizers focusing on unknown words.  5 - Various types of literature (poems, songs, leveled and grade level texts, big books)  6 -Various types of literature (poems, songs, leveled and grade level texts, big books) |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Reading Standards for Literature**

**College and Career Readiness Anchor Standard:**

Integration of Knowledge and Ideas

**Big Ideas:**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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| **Essential Questions**  **How does a picture help me understand a story?**  **How can characters have experiences that can be the same and/or different?** | **CC Focus for Instruction**  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. (Not applicable to literature)  9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | **Planned Learning Experiences/**  **Instructional Strategies**  7 Read Aloud – use think aloud strategy to model orally, graphic organizer  Shared Reading - model using graphic organizers during and/or after reading text whole group. Model using oral questioning techniques and graphic organizers. Model written responses. Model and practice picture walk.  Guided Reading – Model and practice oral questioning techniques, graphic organizers, and retelling techniques, model and practice written responses. Model and practice picture walks.  Independent Reading – if students are able to read independently, use picture walks and/or student reading journal to respond to story and/or illustrations.  9 Read Aloud – use think aloud strategy to model orally, graphic organizer  Shared Reading - model using graphic organizers during and/or after reading text whole group. Model using oral questioning techniques and graphic organizers. Model written responses.  Guided Reading - Model and practice oral questioning techniques, graphic organizers, and retelling techniques, model and practice written responses.  Independent Reading – if students are able to read independently, graphic organizer, written response. | **Assessments**  7. Formal and informal teacher observation, oral and written response  9. Formal and informal teacher observation, oral and written response | **Resources**  7. Various texts (leveled and grade level texts, poems, big books) Graphic organizer, DRA2, graphic organizers, student journals  9. Various texts (leveled and grade level texts, poems, big books) Graphic organizer, DRA2, student journals |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Reading Standards for Literature**

**College and Career Readiness Anchor Standard:**

Range of Reading Level and Text Complexity

**Big Ideas:**

10. Read and comprehend complex literary and informational texts independently and proficiently.

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| **Essential Questions**  **What can I learn from listening to books?** | **CC Focus for Instruction**  10. Actively engage in group reading activities with purpose and understanding. | **Planned Learning Experiences/**  **Instructional Strategies**  10. Read Aloud – use think aloud strategy to model orally.  Shared Reading - model using graphic organizers during and/or after reading text whole group. Model oral questioning techniques and graphic organizers. Model written responses.  Guided Reading – Model and practice oral questioning techniques, graphic organizers, model and practice written responses.  Independently – if students are able to read independently, written responses in journals | **Assessments**  10. Formal and informal teacher observation, oral and written response | **Resources**  Various texts (leveled and grade level texts, poems, big books) Graphic organizers, student journals |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Reading Standards for Informational Text**

**College and Career Readiness Anchor Standard:**

Key Ideas and Details

**Big Ideas:**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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| **Essential Questions**  **What questions can I ask about an information book?**  **What are the parts of an information book and how do you use them to build understanding?**  **How can we retell the important parts of an information book?**  **How can I make connections between important parts of an information book?** | **CC Focus for Instruction**  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 key details of a text.  3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | **Planned Learning Experiences/**  **Instructional Strategies**  Read Aloud – use think aloud strategy to model orally.  Shared Reading - model using graphic organizers during and/or after reading text whole group. Model oral questioning techniques and graphic organizers. Model how to read and gain information from text features. Model written responses. Model retelling techniques.  Guided Reading – Model and practice oral questioning techniques, graphic organizers, and retelling techniques, model and practice written responses. For groups that are capable, model how to read and gain information from text features.  Independently – if students are able to read independently, written responses in journals. | **Assessments**  1. Informal and formal teacher observations,  Oral and written response,  Reading response journal  2. Informal and formal teacher observations,  Oral and written response  3. Informal and formal teacher observation, oral and written response | **Resources**  1-3 Various informational texts (leveled and grade level texts, poems, big books) Graphic organizer (KWL, etc), Student journals, DRA2, Weekly Reader |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Reading Standards for Informational Text**

**College and Career Readiness Anchor Standard:**

Craft and Structure

**Big Ideas:**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

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| **Essential Questions**  **What should I do when I don’t understand a word?**  **What are the parts of a book?**  **What do authors and illustrators do?** | **CC Focus for Instruction**  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. | **Planned Learning Experiences/**  **Instructional Strategies**  4. Read Aloud – use think aloud strategy to model orally, use of graphic organizers.  Shared Reading – model and practice skills before, during, and after reading, use think pair share, oral discussions.  Guided Reading – model and practice what to do when there is an unknown word, think pair share.  Independent Reading – If students are able to read independently, have them identify unknown words and their meaning, response journals.  5-6 Read Aloud – use think aloud strategy to model orally  Shared Reading – Before, during, and after orally discuss, model, and practice the parts of a book, and the roles of an author and illustrator. Use think pair share strategy.  Guided Reading – orally discuss, model, and practice the parts of a book, and the roles of an author and illustrator. Use think pair share strategies.  Independent Reading – If students are able to read independently, have them identify the parts of a book and the author and illustrator, response journals. | **Assessments**  4. Formal and informal teacher observation of use of reading strategies, oral response  5. Formal and informal teacher observation, oral response  6. Formal and informal teacher observation, oral response | **Resources**  4. Various informational texts (leveled and grade level texts, poems, big books), graphic organizers, student response journals, Weekly Reader  5 and 6 - Various informational texts (leveled and grade level texts, poems, big books), student response journals, Weekly Reader |

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**Kindergarten: Reading Standards for Informational Text**

**College and Career Readiness Anchor Standard:**

Integration of Knowledge and Ideas

**Big Ideas:**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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| **Essential Questions**  **How does a picture help me understand an information book?**  **What is the author saying?**  **How do I know?**  **How can parts of two information books be the same and different?** | **CC Focus for Instruction**  7. With prompting and support, describe the relationship between illustrations and the text 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. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | **Planned Learning Experiences/**  **Instructional Strategies**  7 Read Aloud – use think aloud strategy to model orally, graphic organizer  Shared Reading - model using graphic organizers during and/or after reading text whole group. Model and practice picture walks. Model using oral questioning techniques and graphic organizers. Model oral and written responses. Model and practice picture walk.  Guided Reading – Model and practice oral questioning techniques, graphic organizers, and retelling techniques, model and practice oral and written responses. Model and practice picture walks.  Independent Reading – if students are able to read independently, use picture walks and student reading journal to respond to story and/or illustrations.  8 Read Aloud – use think aloud strategy to model orally, oral discussions  Shared Reading and Guided Reading - model using graphic organizer before and during reading. Model and use graphic organizers. Model using oral questioning techniques and practice written and oral responses.  Independent Reading – if students are able to read independently, graphic organizer, written response.  9 Read Aloud and Shared Reading– use think aloud strategy to model orally, oral discussions, graphic organizer, think pair share.  Guided Reading - Model and practice oral questioning techniques, graphic organizers, model and practice oral and written responses.  Independent Reading – if students are able to read independently use graphic organizers and written responses | **Assessments**  7. Formal and informal teacher observation, oral and written response  8. Informal and formal observations, oral and written response  9. Formal and informal teacher observation, oral and written response | **Resources**  7. Various informational texts (leveled and grade level texts, poems, big books), graphic organizers, student response journals, Weekly Reader  8. Various informational texts (leveled and grade level texts, poems, big books), student response journals, Main idea/details graphic organizers, Weekly Reader  9. Various informational texts (leveled and grade level texts, poems, big books), graphic organizers (Venn Diagram, etc), student response journals, Weekly Reader |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Reading Standards for Informational Text**

**College and Career Readiness Anchor Standard:**

Range of Reading Level and Text Complexity

**Big Ideas:**

10. Read and comprehend complex literary and informational texts independently and proficiently.

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| **Essential Questions**  **What can I learn from listening to an information book?**  **What can I learn from reading an information book?** | **CC Focus for Instruction**  10. Actively engage in group reading activities with purpose and understanding. | **Planned Learning Experiences/**  **Instructional Strategies**  10. Read Aloud – use think aloud strategy to model orally.  Shared Reading - model using graphic organizers during and/or after reading text whole group. Model oral questioning techniques and graphic organizers. Model written responses.  Guided Reading – Model and practice oral questioning techniques, graphic organizers, model and practice written responses.  Independently – if students are able to read independently, use graphic organizers and written responses in journals | **Assessments**  10. Formal and informal teacher observation, oral and written response | **Resources**  10. Various informational texts (leveled and grade level texts, poems, big books), graphic organizers, student response journals, Weekly Reader |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Reading Standards for Foundational Skills**

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

**BIG IDEA: Print Concepts**

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| **Essential Questions**  **How do I use print?** | **CC Focus for Instruction**  1.Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page by page.  b. Recognize that spoken words are represented in written language by specific sequences of letters.  c. Understand that words are separated by spaces in print.  d. Recognize and name all upper- and lowercase letters of the alphabet. | **Planned Learning Experiences/**  **Instructional Strategies**  1. Shared Reading – use think aloud strategy,model and practice through interactive shared reading and singing.  Guided Reading – use think aloud strategy, model and practice beginning reading skills. Practice identification of letters and letter sounds.  Independent Reading – If students are able to read independently they will locate letters and features of print. | **Assessments**  1. Informal and formal observation, Performance task, oral performance | **Resources**  Various types of literature (poems, songs, leveled and grade level texts, big books)  DRA2, Dibels Next, Alphabet line, “pointer fingers”, alphabet little books, alphabet big book, FCRR website (alphabet activities) |

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**Big Idea: Phonological Awareness**

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| **Essential Questions**  **How do sounds make words?**  **How can sounds change words?** | **CC Focus for Instruction**  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | **Planned Learning Experiences/**  **Instructional Strategies**  2. (a-e) Read Aloud – Use think aloud strategies to model orally, oral discussions  Shared Reading – Use think aloud strategies to model orally, oral discussions  Guided Reading – Model and practice, use of think alouds, think pair share  Independent Reading – Practice through activities independently, or with a partner, or adult | **Assessments**  2. Oral response, performance task, formal and informal observation of use of phonemic awareness strategies | **Resources**  Various types of literature (poems, songs, leveled and grade level texts, big books), Dibels Next, FCRR website (Phoneme Segmenting activities, Nonsense word Fluency activities, rhyming word activities) rhyming books, audio recorder, making word activities, websites (starfall, etc.) |

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**Kindergarten: Reading Standards for Foundational Skills**

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

**Big Idea: Phonics and Word Recognition**

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| **Essential Questions**  **What sounds do letters make?**  **How can I sound and blend words?**  **How can different letters change sounds in words?**  **How can quick tricks help me read?** | **CC Focus for Instruction**  3. Know and apply grade-level phonics and word analysis skills in decoding words.  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | **Planned Learning Experiences/**  **Instructional Strategies**  3. (a-d) Read Aloud – Use think aloud strategies to model orally, think pair share, oral discussions, model good oral reading.  Shared Reading – Use think aloud to model strategies, think pair share, oral discussions, model and practice good oral retelling.  Guided Reading – model and practice word analysis strategies, model and practice high frequency words/sight words.  Independent Reading – independent practice of work analysis strategies, and high frequency words/sight words. | **Assessments**  3. Oral response, performance task, formal and informal observation of use of phonemic awareness and phonics strategies, formal observation of sight word knowledge | **Resources**  Various types of literature (poems, songs, leveled and grade level texts, big books), DRA2, Dibels Next, making word activities, websites (starfall, etc.), literacy center activities, Games, sight word assessment, short vowel activities, pocket charts, reading strategies book mark and poster. |

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**Kindergarten: Reading Standards for Foundational Skills**

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

**Big Idea: Fluency**

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| **Essential Questions**  **How can a picture walk help me when I read?**  **What questions can I ask before, during, and after I read to help me understand?** | **CC Focus for Instruction**  4. Read emergent-reader texts with purpose and understanding. | **Planned Learning Experiences/**  **Instructional Strategies**  4. Read aloud – model orally, oral discussions.  Shared Reading – model orally, oral discussions, shared practice  Guided Reading – model orally, oral discussions, shared practice.  Independent Reading – if students are able to read independently, independent practice | **Assessments**  4. Oral performance, informal and formal teacher observation, | **Resources**  Various types of literature (poems, songs, leveled and grade level texts, big books), DRA2, fluency activities, whisper phones, comprehension activities. |