

Highland Park Kindergarten Reading Curriculum

Standard Title: Foundational Skills

Course Information

Course: Kindergarten Reading

Length: 1 year - 90 minutes per day

Brief Basic Description: Foundational skills for the kindergarten level will focus on demonstrating the organization and basic features of print. Students will demonstrate the understanding of spoken words, know and apply grade-level phonics and word analysis skills in decoding words. Finally, students will read emergent-reader texts with purpose and understanding.

ESSENTIAL UNDERSTANDING:

Kindergarten literature curriculum is designed to:

- ∗ Demonstrate understanding of the organization and basic features of print.
- ∗ Recognize and produce rhyming words.
- ∗ Count, pronounce, blend, and segment syllables in spoken words.
- ∗ Blend and segment onsets and rhymes of single-syllable spoken words.
- ∗ Isolate and pronounce the initial, medial vowel and final sounds in three-phoneme words.
- ∗ Add or substitute individual sounds in simple, one-syllable words to make new words.
- ∗ Know and apply grade-level phonics and word analysis skills in decoding words.
- ∗ Demonstrate basic knowledge of one to one letter sound correspondences.
- ∗ Associate the long and short sounds with the common spellings for the five major vowels.
- ∗ Read common high frequency words
- ∗ Distinguish between similar spelled words by identifying sounds of the letters that differ.
- ∗ Read emergent-reader texts with purpose and understanding.

Course Objectives and Expectations:

- ∗ Follow words from left to right, top to bottom, and page by page
- ∗ Recognize and name all upper and lowercase letters of the alphabet
- ∗ Recognize and produce rhyming words
- ∗ Read high frequency words by sight
- ∗ Read emergent reader texts with purpose and understanding
- ∗ Know letter sound relationships

- Segment and blend words
- Use a combination of drawing, dictating, and writing to compose

Student Objectives-

- ✓ I can track from left to right, top to bottom, and page by page.
- ✓ I can make words using letters.
- ✓ I can see where one word ends and another starts.
- ✓ I can recognize and say all of the letters in the ABC's.
- ✓ I can see and make words that rhyme.
- ✓ I can break words into syllables and count them.
- ✓ I can blend and break words into sounds.
- ✓ I can change sounds to make a new word.
- ✓ I can say the sounds for letters.
- ✓ I can say the sounds vowels make.
- ✓ I can read my high frequency words.
- ✓ I can read my reader books and understand what they are about.

Pacing:

These standards are practiced through all trimesters, with a goal that students will apply a greater depth of knowledge by the end of trimester three.

Foundational Skills

<i>Foundational Skills</i> <i>Trimester One</i> <i>First 6 Weeks</i>	<i>RF.K.1</i>	Demonstrate understanding of the organization and basic features of print.
	<i>RF.K.1.a</i>	With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.
	<i>RF.K.1.c</i>	Understand that words are separated by spaces in print.
	<i>RF.K.2.b</i>	Count, pronounce, blend, and segment syllables in spoken words.
<i>Weeks 1-12</i>	<i>RF.K.1.d</i>	Recognize and name all upper- and lowercase letters of the alphabet.
	<i>RF.K.2</i>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	<i>RF.K.2.a</i>	Recognize and produce rhyming words.
	<i>RF.K.2.d</i>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
	<i>RF.K.2.e</i>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

	<i>RF.K.3.a</i>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
	<i>RF.K.3.c</i>	Read high-frequency words by sight (e.g., the, of, to you, she, my, is, are, do, does).
<i>Weeks 6-12</i>	<i>RF.K.1.b</i>	Recognize that spoken words are represented in written language by specific sequences of letters.
	<i>RF.K.2.c</i>	Blend and segment onsets and rimes of single-syllable spoken words.
	<i>RF.K.3</i>	Know and apply grade-level phonics and word analysis skills in decoding words.
	<i>RF.K.3.b</i>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
	<i>RF.K.3.d</i>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	<i>RF.K.4</i>	Read emergent-reader texts with purpose and understanding.

Timeline:

- Trimester 1 (12 weeks)
- Trimester 2 (12 weeks)
- Trimester 3 (12 weeks)

Montana Content Standards:

Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

RF.K.1.a With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.

RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.c Understand that words are separated by spaces in print.

RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2.a Recognize and produce rhyming words.

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. **RF.K.2.c**

Blend and segment onsets and rimes of single-syllable spoken words. **RF.K.2.d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.

Resources:

- ✓ **Montana Content Standards**
- ✓ **Reading Street Reading Series**
- ✓ **Highland Park Kindergarten Reading Matrix**
- ✓ **Havre Public Schools K-5 Standards Based Report Card Parent Handbook**