

Kindergarten Reading: Foundational Skills Curriculum Map

1 st Trimester	2nd Trimester	3 rd Trimester
<ul style="list-style-type: none"> • RF.K.1 – Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented by 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 • RF.K.3 – Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with the 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. 	<ul style="list-style-type: none"> • RF.K.1 – Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented by 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 • RF.K.3 – Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with the 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. 	<ul style="list-style-type: none"> •

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August	September	October	November	December	January	February	March	April	May
<ul style="list-style-type: none"> • Concepts of print, spacing, tracking (left/right top/bottom) • Identify uppercase & lowercase letters • Consonants letter-sound correspondence • Short vowel sounds letter-sound correspondence • Rhyming count/blend/segment syllables • Blend/take apart beginning & ending parts of 1 syllable words 	<ul style="list-style-type: none"> • Concepts of print, spacing, tracking (left/right top/bottom) • Identify uppercase & lowercase letters • Rhyming count/blend/segment syllables • Blend/take apart beginning & ending parts of 1 syllable words • Consonants letter-sound correspondence • Short vowel sounds letter-sound correspondence • Introduce sight words • Introduce identifying sounds in words 	<ul style="list-style-type: none"> • Concepts of print, spacing, tracking (left/right top/bottom) • Identify uppercase & lowercase letters • Rhyming count/blend/segment syllables • Blend/take apart beginning & ending parts of 1 syllable words • Consonants letter-sound correspondence • Short vowel sounds letter-sound correspondence • Introduce sight words • Introduce identifying sounds in words 	<ul style="list-style-type: none"> • Mastery of concepts of print, spacing, tracking (left/right top/bottom) • Mastery of identifying uppercase & lowercase letters • Rhyming count/blend/segment syllables • Blend/take apart beginning & ending parts of 1 syllable words • Introduce CVC • Introduce Add/sub phonemes • Introduce blend 2-3 phonemes into words • Consonants letter-sound correspondence • Short vowel sounds letter-sound correspondence • Sight words • Identifying sounds in words • Introduce emergent reader texts 	<ul style="list-style-type: none"> • Rhyming count/blend/segment syllables • Blend/take apart beginning & ending parts of 1 syllable words • CVC • Add/sub phonemes • Blend 2-3 phonemes into words • Consonants letter-sound correspondence • Short vowel sounds letter-sound correspondence • Sight words • Identifying sounds in words • Emergent reader texts 	<ul style="list-style-type: none"> • Rhyming count/blend/segment syllables • Blend/take apart beginning & ending parts of 1 syllable words • CVC • Add/sub phonemes • Blend 2-3 phonemes into words • Short vowel sounds letter-sound correspondence • Introduce long vowels • Mastery of consonants letter-sound correspondence • Emergent reader texts 	<ul style="list-style-type: none"> • Rhyming count/blend/segment syllables • Blend/take apart beginning & ending parts of 1 syllable words • CVC • Add/sub phonemes • Blend 2-3 phonemes into words • Short vowel sounds letter-sound correspondence • Long vowels • Introduce CVCE • Introduce ch, sh, th, wh • Emergent reader texts 	<ul style="list-style-type: none"> • Rhyming count/blend/segment syllables • Blend/take apart beginning & ending parts of 1 syllable words • CVC • Add/sub phonemes • Blend 2-3 phonemes into words • Short vowel sounds letter-sound correspondence • Mastery of long vowels • Digraphs • CVCE • Emergent reader texts 	<ul style="list-style-type: none"> • Short vowel sounds letter-sound correspondence • Mastery of long vowels • Digraphs • CVCE • Emergent reader texts 	<ul style="list-style-type: none"> • Mastery of ch, sh, th, wh • Emergent reader texts • Mastery of level 2/3