

Highland Park Elementary School ELA Reading Curriculum Templates

Course: Kindergarten

Standard Title: Speaking and Listening

Course Information

Course: Kindergarten Reading

Length: 1 year- Throughout academic day

Brief Basic Description: Speaking and listening at the kindergarten level focuses on participating in collaborative conversations with diverse partners about kindergarten topics and texts. Students will confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details. Students will describe familiar people, places, things, and events and provide additional details, with prompting and support. Finally, students will speak audibly and express thoughts, feelings and ideas clearly.

ESSENTIAL UNDERSTANDING:

Kindergarten literature curriculum is designed to:

- ✓ Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults.
- ✓ Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details.
- ✓ Ask and answer questions in order to seek help.
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- ✓ Add drawings or other visual displays to descriptions.
- ✓ Speak audibly and express thoughts, feelings, and ideas clearly.

Course Objectives and Expectations:

- ✓ Participate in conversation with various peers
- ✓ Listen to others
- ✓ Take turns when speaking

Student Objectives-

- ✓ I can take turns when talking to my partner.
- ✓ I can answer questions about information I've seen or heard.
- ✓ I can ask questions about information I've seen or hear if I don't understand.

- ✓ I can ask for help about things I don't know.
- ✓ I can tell you about people, places, things and events I know about.
- ✓ I can draw a picture to tell you about something.
- ✓ I can tell you my thoughts, feelings and ideas.

Montana Content Standards:

Comprehension and Collaboration

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

SL.K.1.b Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.

Standard Title: Informational Text

Course Information

Course: Kindergarten Reading

Length: 1 year - 90 minutes per day

Brief Basic Description: With prompting and support, kindergarten students will focus on

asking and answering questions about key details in a text. Identify the main topic and retell key details of a text and describe the connection between two individuals, events, ideas, or pieces of information in a text. Students will be able to identify the front cover, back cover, and title page of a book. Students will be able to name the author and illustrator of a text and define the role of each. Students will describe the relationship between illustrations and the text and identify the reasons an author gives to support points in a text, with support. Finally, students will actively engage in group reading activities with purpose and understanding.

ESSENTIAL UNDERSTANDING:

Kindergarten literature curriculum is designed to:

With prompting and support:

- ✓ Ask and answer questions about key details in a text.
- ✓ Identify the main topic and retell key details of a text.
- ✓ Describe the connection between two individuals, events, ideas or pieces of information in a text.
- ✓ Ask and answer questions about unknown words in a text.
- ✓ Describe the relationship between illustrations and the text in which they appear in a text.
- ✓ Identify the reasons an author gives to support points in a text.
- ✓ Identify basic similarities in and differences between two texts on the same topic.
- ✓ Identify the front cover, back cover, and title page of a book.
- ✓ Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.
- ✓ Actively engage in group reading activities with purpose and understanding

Course Objectives and Expectations:

EX:

- ✓ Ask and answer questions about a reading selection.
- ✓ Identify characters, settings, and major events in a story.
- ✓ Actively engage in group reading activities with purpose and understanding.
- ✓ Name the author and illustrator of a story, define the role of each
- ✓ Identify the front cover, back cover, and title page of a book.

Student Objectives-

EX:

- ✓ I can answer questions about text I know.

- ✓ I can tell you what the text is about.
- ✓ I can tell you how two things in the story are the same.
- ✓ I can ask about words I don't know.
- ✓ I can show you the front cover, back cover and title of a book.
- ✓ I can tell you what an author and an illustrator do in a text.
- ✓ I can use picture clues to understand the text.
- ✓ I can tell you why an author gives important information.
- ✓ I can tell you what is the same and different between two informational books I know.
- ✓ I can complete reading activities with my group.

Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text and include texts by and about American Indians.

Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text and recognize words and phrases with cultural significance to American Indians.

RI.K.5 Identify the front cover, back cover, and title page of a book

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories. Range of Reading and Level of Text Complexity

RI.K.10 Actively engage in group reading activities with purpose and understanding.

Standard Title: Writing

Course Information

Course: Kindergarten Reading

Length: 1 year- 90 minutes per day

Brief Basic Description: Writing at the kindergarten level will focus on a combination of drawing, dictating and writing. With guidance and support students will respond to questions and suggestions from peers and add details to strengthen writing as needed. Students will explore a variety of digital tools to produce and publish writing. Finally, students will participate in shared research and writing projects.

ESSENTIAL UNDERSTANDING:

Kindergarten literature curriculum is designed to:

- Use a combination of drawing, dictating, and writing to compose opinion pieces.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
- Use a combination of drawing, dictating, and writing to narrate a single event or tell the events in the order in which they occurred and provide a reaction to what happened.
- Respond to questions and suggestions from peers and add details, with guidance and support.
- Explore a variety of digital tools to produce and publish writing with prompting and support.
- Participate in shared research and writing projects.

- Recall information from experiences or gather information from provided sources to answer a question, with prompting and support.

• **Course Objectives and Expectations:**

EX:

- Write name correctly
- Form letters correctly

Student Objectives-

EX:

- I can tell others if I like or don't like a book.
- I can give others information about a book.

Montana Content Standards:

Text Types and Purposes

RW.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

RW.K.2 With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.

RW.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

RW.K.4 Begins in grade 3

RW.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **RW.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

RW.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) and include sources by and about American Indians. **RW.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question and include sources by and about American Indians. **RW.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.

RW.K.10 Begins in grade 3

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.

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.

Standard Title: Language

Course Information

Course: Kindergarten Reading

Length: 1 year- 90 minutes per day

Brief Basic Description: Language at the kindergarten level is focused on demonstrating command of English grammar and usage when writing or speaking. Students will print many upper and lowercase letters. Students will use frequently occurring nouns and verbs. Students will understand question words and use the most frequently occurring prepositions. They will demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Finally, students will use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ESSENTIAL UNDERSTANDING:

Kindergarten literature curriculum is designed to:

- ✓ Demonstrate command of the conventions of English grammar and usage when writing or speaking.
- ✓ Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.

- ✓ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- ✓ Explore word relationships and nuances in word meaning, with prompting and support.
- ✓ Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Course Objectives and Expectations:

EX:

- ✓ Use proper grammar when writing or speaking
- ✓ Print upper and lowercase letters
- ✓ Use uppercase, punctuation, and spelling when writing
- ✓ Spell simple words phonetically

Student Objectives-

EX:

- ✓ I can print my upper and lowercase letters.
- ✓ I can use nouns and verbs in a sentence.
- ✓ I can know when to put a “s” on the end of a noun.
- ✓ I can ask a question correctly.
- ✓ I can use prepositional words.
- ✓ I can make sentences.
- ✓ I can use uppercase when words are important.
- ✓ I can end sentences with the correct punctuation.
- ✓ I can write sounds.
- ✓ I can use my sounds to write words.
- ✓ I can use my words correctly.
- ✓ I can use my words correctly.
- ✓ I can sort things into the correct categories.
- ✓ I can tell about opposites.
- ✓ I can use my words to tell you about things.
- ✓ I can act out words.
- ✓ I can use words that I have learned from talking to others.

Montana Content Standards:

Conventions of Standard English

L.K.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.

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

L.K.1.b Use frequently occurring nouns and verbs.

L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.f Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.a Capitalize the first word in a sentence and the pronoun

I. L.K.2.b Recognize and name end punctuation.

L.K.2.c With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.3 Begins in grade 2

Vocabulary Acquisition and Use

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading

L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories. Range of Reading and Level of Text Complexity

RI.K.10 Actively engage in group reading activities with purpose and understand.

***Pacing Guides, Timelines and Resources will be completed when new materials arrive.**