

Reading Kindergarten

Grade: K

Course: Reading K

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Kristine Hunt, Jyl Olschewske, Jennifer Gigilotti, Marie Roloson*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

| Mapping Category | September 2008 | October 2008 |
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| Theme | <p>Theme:</p> <ul style="list-style-type: none">• Welcome• Look At Us <p>Approximate timeframe of theme: 2 weeks, 1 week</p> | <p>Theme:</p> <ul style="list-style-type: none">• Look At Us• Colors All Around <p>Approximate timeframe of theme: 2 weeks, 2 weeks</p> |
| Content | <p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none">• Big Book -- <i>Mice Squeak, We Speak</i> (concept book)• Non-fiction -- <i>Let's Play</i>• Wordless book -- <i>We Go to School</i>• Newspapers and news magazine -- <i>Time for Kids</i>• Environmental print• Picture books• Alphabet books• Classroom displays• Posters• Signs and labels• Maps• Experience charts <p>Literary elements:</p> <ul style="list-style-type: none">• Story title, author, illustrator• Connect illustrations to story text• Identify characters• Story language (i.e. "Once upon a time...")• Repetitive text• Realism vs. fantasy <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected text -- 5 min - 3 times per week</p> <ul style="list-style-type: none">• Share reading experiences to establish, maintain and enhance a personal relationship with peers and adults• Make connections between personal experiences and stories read | <p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none">• Big Book -- Revisit -- <i>Mice Squeak, We Speak</i>; New -- <i>Here Are My Hands</i> (concept book); <i>I Went Walking</i> (concept book); <i>In the Big Blue Sea</i> (non-fiction)• Non-fiction -- Revisit -- <i>How Do You Feel?; Let's Play</i>; New -- <i>What's My Favorite Color; What Do You Do, Norbet Wu?</i>• Wordless book -- <i>See What We Can Do, We Can Make It</i>• Decodable -- <i>My Red Boat; Look at Me!</i>• Newspapers and news magazine -- <i>Time for Kids</i>• Environmental print• Picture books• Alphabet books• Classroom displays• Posters• Signs and labels• Maps• Experience charts <p>Literary elements:</p> <ul style="list-style-type: none">• Story title, author, illustrator• Connect illustrations to story text• Identify characters• Repetitive text• Realism vs. fantasy• Respect age, gender, and cultural traditions of the writer <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected text -- 10 min - 3</p> |

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| | <ul style="list-style-type: none"> Evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations <p>Teacher Read-aloud: <i>Now I'm Big</i></p> | <p>times per week</p> <ul style="list-style-type: none"> Share reading experiences to establish, maintain and enhance a personal relationship with peers and adults Make connections between personal experiences and stories read Evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations <p>Teacher Read-aloud: <i>The Gingerbread Man; The City Mouse and the Country Mouse; I Need a Lunch Box, Caps of Many Colors</i></p> |
| <p>Skills</p> | <p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> Naming words -- parts of the body Recognize names of friends (exposure) Use describing words Use size words (big, little) <p>Skills:</p> <ul style="list-style-type: none"> Rhyming words Distinguish between print and picture Follow directionality -- left to right, top to bottom Recognize the letters of the alphabet Recognize own name Recognize high-frequency words (see Vocabulary Acquisition) Match upper and lower case letters Distinguish between print and pictures Clap hands in parts / syllables <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> (not this theme) <p>Skills:</p> <ul style="list-style-type: none"> Compare and contrast stories Connect a picture or illustration to a story Note details Recognize and interpret environmental print Help read <i>Morning Message</i> Listen to stories attentively Interpret information represented in | <p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words -- <i>I, see</i> Recognize names of friends (exposure) Use describing words Use exact naming words Use plural names <p>Skills:</p> <ul style="list-style-type: none"> Distinguish between print and picture Follow directionality -- left to right, top to bottom Recognize the letters of the alphabet Recognize initial consonants Recognize letter sound correspondence Recognize beginning sounds, syllables in spoken words Initial consonant s, m, r Recognize own name Recognize high-frequency words (see Vocabulary Acquisition) Clap hands in parts / syllables <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> Predict/infer Summarize <p>Skills:</p> <ul style="list-style-type: none"> Dramatize or retell stories, using props Draw conclusions Predict/recall (pumpkins) Identify what students know, want to know, |

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| | <p>pictures, illustrations, and simple charts and webs</p> <ul style="list-style-type: none"> • Match spoken word to print • Read wordless picture books • Follow oral directions • Draw on prior experiences to understand new data, facts, and ideas • Comprehend, interpret, and respond to imaginative texts and performances • Participate in shared reading experience <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Locate parts of a book • Locate and use classroom and library media center • Select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as theme/topic (part of lessons and at listening center) • Use a picture dictionary as a resource for vocabulary (Apples to Zebras) | <p>and have learned (KWL) about a specific story, theme, or topic</p> <ul style="list-style-type: none"> • Connect a picture or illustration to a story • Make inferences and predictions • Understand sequence of events • Comprehend, interpret, and respond to imaginative texts and performances • Read informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Locate parts of a book • Locate and use classroom and library media center • Select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as theme/topic (part of lessons and at listening center) • Use a picture dictionary as a resource for vocabulary (Apples to Zebras) • Read and take home phonics library books (Houghton Mifflin) • Self-select and take home library books to enjoy with the family • Use computer software to support early reading development |
| Assessment | <ul style="list-style-type: none"> • ELP -- Thematic Checklist • Teacher Observation <ul style="list-style-type: none"> -assessing daily work -workbook pages -literary circle participation -independent reading (SSR, DEAR, Book Baskets Phonic Library) • DIBELS Benchmark | <ul style="list-style-type: none"> • ELP -- Thematic Checklist • Teacher Observation <ul style="list-style-type: none"> -assessing daily work -workbook pages -literary circle participation -independent reading (SSR, DEAR, Book Baskets Phonic Library) • DIBELS progress monitoring |
| Resources | <i>Time for Kids</i> (weekly periodical/newspaper) (3/4 times per month) | <i>Time for Kids</i> (weekly periodical/newspaper) (3/4 times per month) |

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| | <p>times per week</p> <ul style="list-style-type: none"> • Share reading experiences to establish, maintain and enhance a personal relationship with peers and adults • Make connections between personal experiences and stories read • Evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations <p>Teacher Read-aloud: <i>How the Birds Got Their Colors; Jonathan and His Mommy; Goldilocks and the Three Bears</i></p> | <ul style="list-style-type: none"> • Make connections between personal experiences and stories read • Evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations <p>Teacher Read-aloud: <i>The Amazing Little Porridge Pot; Friends at School, The Lion and the Mouse</i></p> |
| <p>Skills</p> | <p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>I, see, my like</i> (mastery) • Recognize names of friends (exposure) • Use color words (introduction) • Use describing words (introduction -- oral) • Use exact naming words (introduction -- oral) • Use plural names (introduction) • Use family words (introduction) • Use movement words (introduction) • Types of clothing (introduction) • Use order words (introduction) • Begin to use the <i>Word Wall</i> for reading (introduction) <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and picture • Follow directionality -- left to right, top to bottom • Recognize the letters of the alphabet • Recognize letter sound correspondence • Recognize initial consonants <i>t, b, n, s, m, r</i> • Use beginning consonants to sound out words • Recognize difference between letters and words • Alphabetize high frequency words to the first letter • Recognize singular and plural frequently used words • Clap hands in parts / syllables <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer | <p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>my, like, a, to</i> (master) • Recognize names of friends (exposure) • Use family words (introduction) • Use movement words (introduction) • Types of clothing (introduction) • Use naming words (introduction) • Use order words (introduction) • Use position words (introduction) • Use action words (introduction) • Word family <i>-at</i> (model/introduce) • Recognize the vocabulary of social communication (i.e. thank-you notes, cards) <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and picture • Follow directionality -- left to right, top to bottom • Recognize the letters of the alphabet • Recognize letter sound correspondence • Recognize initial consonants <i>t, b, n, h, v, c</i> • Use beginning consonants to sound out words • Recognize difference between letters and words • Distinguish between vowels and consonants • Alphabetize high frequency words to the first letter • Recognize singular and plural frequently used words • Clap hands in parts / syllables • Real and Nonsense word families, onset / rhyme |

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| | <ul style="list-style-type: none"> Summarize Evaluate <p>Skills:</p> <ul style="list-style-type: none"> Comprehend, interpret, and respond to imaginative text and performances Dramatize or retell stories, using props Connect a picture or illustration to a story Draw conclusions Categorize Distinguish between texts with stories and texts with information Understand sequence of events Make predictions and inferences Identify what students know, want to know, and have learned (KWL) about a specific story, theme, or topic Understand story structure (character/setting) <p>Study Skills</p> <ul style="list-style-type: none"> Locate parts of a book Locate and use classroom and library media center Select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as theme/topic (part of lessons and at listening center) Use a picture dictionary as a resource for vocabulary (Apples to Zebras) Read and take home phonics library books (Houghton Mifflin) Self-select and take home library books to enjoy with the family Use computer software to support early reading development | <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> Predict/infer Summarize Evaluate Question <p>Skills:</p> <ul style="list-style-type: none"> Comprehend, interpret, and respond to imaginative text and performances Dramatize or retell stories, using props Connect a picture or illustration to a story Organize and summarize Form an opinion about the difference between events in a story and events in own lives Draw conclusions Make inferences Understand cause and effect Understand story structure (character/setting) Understand text organization <p>Study Skills</p> <ul style="list-style-type: none"> Select books, with teacher assistance, to meet informational needs Locate parts of a book Locate and use classroom and library media center Select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as theme/topic (part of lessons and at listening center) Use a picture dictionary as a resource for vocabulary (Apples to Zebras) Read and take home phonics library books (Houghton Mifflin) Self-select and take home library books to enjoy with the family Use computer software to support early reading development |
| Assessment | <ul style="list-style-type: none"> ELP -- Thematic Checklist Teacher Observation-assessing daily work-workbook pages-literary circle participation-independent reading (SSR, DEAR, Book Baskets Phonic Library) Individual Testing or 10 week conference DIBELS progress monitoring | <ul style="list-style-type: none"> ELP -- Thematic Checklist Teacher Observation-assessing daily work-workbook pages-literary circle participation-independent reading (SSR, DEAR, Book Baskets Phonic Library) DIBELS progress monitoring |
| Resources | <i>Time for Kids</i> (weekly periodical/newspaper) (3/4 times per month) | <i>Time for Kids</i> (weekly periodical/newspaper) (3/4 times per month) |

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| | <p>relationship with peers and adults</p> <ul style="list-style-type: none"> • Make connections between personal experiences and stories read • Evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations <p>Teacher Read-aloud: <i>Stone Soup; Benny's Pennies; Counting Noodles</i></p> | <p>relationship with peers and adults</p> <ul style="list-style-type: none"> • Make connections between personal experiences and stories read • Evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations <p>Teacher Read-aloud: <i>Peace and Quiet; Chicken Soup with Rice; The and the Wind</i></p> |
| <p>Skills</p> | <p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>a, to, and, go</i> (mastery) • Recognize names of friends (exposure) • Use describing words (number and color) (introduction) • Use position words (introduction) • Use action words (introduction) • Use rhyming words (introduction) • Use number words (introduction) • Use name words (introduction) • Describe food (introduction) • Word family <i>-at, -an</i> (model/introduce) <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and picture • Follow directionality -- left to right, top to bottom • Recognize the letters of the alphabet • Recognize letter sound correspondence • Recognize beginning consonants <i>h, v, c, p, g, f</i> • Recognize difference between letters, words and sentences • Alphabetize high frequency words to the first letter • Recognize singular and plural frequently used words • Distinguish the difference between vowels and consonants • Recognize the differences between letter, words, sentences • Use beginning and ending consonants, as well as vowel sounds, to identify words • Recognize different sounds that make up a word • Recognize that words consist of a combination of sounds (phonemic awareness) • Clap hands in parts / syllables • Real and Nonsense word families, onset / rhyme | <p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>and, go, is, here</i> (mastery) • Recognize names of friends (exposure) • Use describing words (number and color) (introduction) • Use rhyming words (oral mastery) • Use number words (introduction) • Use name words (introduction) • Describe food (introduction) • Use action words (weather, outdoor activities) (introduction) • Word family <i>-at, -an, -it</i> (introduction to vowels and phonemic awareness) <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and picture • Follow directionality -- left to right, top to bottom • Recognize the letters of the alphabet • Recognize letter sound correspondence • Recognize beginning consonants <i>p, g, f, l, k, q</i> • Recognize difference between letters, words and sentences • Alphabetize high frequency words to the first letter • Recognize singular and plural frequently used words • Distinguish the difference between vowels and consonants • Use beginning and ending consonants, as well as vowel sounds, to identify words • Recognize different sounds that make up a word • Recognize that words consist of a combination of sounds (phonemic awareness) • Match spoken words to print • Clap hands in parts / syllables • Real and Nonsense word families, onset / rhyme |

Comprehension

Strategies:

- Predict/infer
- Summarize
- Evaluate
- Question
- Monitor/Clarify

Skills:

- Comprehend, interpret, and respond to imaginative text and performances
- Dramatize or retell stories, using props
- Connect a picture or illustration to a story
- Organize and summarize
- Understand text organization
- Categorize and classify
- Draw conclusions
- Make inferences
- Understand cause and effect
- Understand story structure (beginning, middle, and end)
- Retell a story
- Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues, and rereading to determine meaning

Study Skills

- Select books, with teacher assistance, to meet informational needs
- Locate parts of a book
- Locate and use classroom and library media center
- Select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as theme/topic (part of lessons and at listening center)
- Use a picture dictionary as a resource for vocabulary (Apples to Zebras)
- Read and take home phonics library books (Houghton Mifflin)
- Self-select and take home library books to enjoy with the family
- Use computer software to support early reading development

Comprehension

Strategies:

- Predict/infer
- Summarize
- Evaluate
- Question
- Monitor/Clarify

Skills:

- Comprehend, interpret, and respond to imaginative text and performances
- Dramatize or retell stories, using props
- Connect a picture or illustration to a story
- Retell stories for comprehension check
- Organize and summarize
- Make predictions (groundhog, tooth fairy)
- Identify what students know, want to know, and have learned (KWL) about a specific story, theme, or topic
- Draw conclusions
- Make inferences
- Understand cause and effect
- Understand story structure (beginning, middle, and end)
- Understand text organization
- Understand the difference between fantasy and realism
- Understand plot
- Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues, and rereading to determine meaning
- Read cards, menus, invitations, and simple letters

Study Skills

- Select books, with teacher assistance, to meet informational needs
- Locate parts of a book
- Locate and use classroom and library media center
- Select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as theme/topic (part of lessons and at listening center)
- Use a picture dictionary as a resource for vocabulary (Apples to Zebras)
- Read and take home phonics library books (Houghton Mifflin)
- Self-select and take home library books to enjoy with the family
- Use computer software to support early reading development
- Provide technology experiences in the computer lab: *Bailey's Book House* (initial sounds, rhyming, stories)

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| | | (model/introduce) |
| Assessment | <ul style="list-style-type: none"> • ELP -- Thematic Checklist • Teacher Observation-assessing daily work-workbook pages-literary circle participation-independent reading (SSR, DEAR, Book Baskets Phonic Library) • Individual Testing for 20 week report • DIBELS benchmarking | <ul style="list-style-type: none"> • ELP -- Thematic Checklist • Teacher Observation-assessing daily work-workbook pages-literary circle participation-independent reading (SSR, DEAR, Book Baskets Phonic Library) • DIBELS progress monitoring |
| Resources | <i>Time for Kids</i> (weekly periodical/newspaper) (3/4 times per month) | <i>Time for Kids</i> (weekly periodical/newspaper) (3/4 times per month) |

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| | <p>developmentally appropriate) - 3 times per week</p> <ul style="list-style-type: none"> • Share reading experiences to establish, maintain and enhance a personal relationship with peers and adults • Make connections between personal experiences and stories read • Evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations <p>Teacher Read-aloud: <i>The Woodcutter's Cap; Wheels Around, The Little Engine That Could, Mr. Grumpy's Motor Car</i></p> | <p>based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations</p> <p>Teacher Read-aloud: <i>Kevin and His Dad; The Tortoise and the Hare; The Three Billy Goats Gruff</i></p> |
| <p>Skills</p> | <p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>is, here, for, have</i> (mastery) • Recognize names of friends (exposure) • Use describing words (introduction) • Use action words (weather, outdoor activities) (introduction) • Use opposites (mastery) • Use position words (introduction) • Use travel words (introduction) • Word family <i>-at, -an, -it, ig</i> (introduction) <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and picture • Follow directionality -- left to right, top to bottom • Recognize the letters of the alphabet • Recognize letter sound correspondence • Recognize initial consonants <i>l, k, q, d, z</i> • Recognize difference between letters, words and sentences • Alphabetize high frequency words to the first letter • Recognize singular and plural frequently used words • Distinguish the difference between vowels and consonants • Recognize use of capitals • Use beginning and ending consonants, as well as vowel sounds, to identify words • Recognize different sounds that make up a word • Recognize that words consist of a combination of sounds (phonemic awareness) • Match spoken words to print • Clap hands in parts / syllables • Read and Nonsense word families, onset / | <p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>play, she</i> (mastery) • Recognize names of friends (exposure) • Use rhyming words (mastery -- auditorially and orally) • Use action words (introduction) • Use order words (introduction) • Use springtime vocabulary (introduction) • Word family <i>-et, -ox, -ig, -en</i> (introduction) <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and picture • Follow directionality -- left to right, top to bottom • Recognize the letters of the alphabet • Recognize letter sound correspondence • Recognize initial consonants <i>w, y</i> • Recognize ending consonant <i>x</i> • Recognize difference between letters, words and sentences • Alphabetize high frequency words to the first letter • Recognize singular and plural frequently used words • Distinguish the difference between vowels and consonants • Recognize use of capitals • Use beginning and ending consonants, as well as vowel sounds, to identify words • Recognize different sounds that make up a word • Recognize that words consist of a combination of sounds (phonemic awareness) • Match spoken words to print • Clap hands in parts / syllables • Read and Nonsense word families, onset / |

rhyme

Comprehension

Strategies:

- Predict/infer
- Summarize
- Evaluate
- Question
- Monitor/Clarify

Skills:

- Comprehend, interpret, and respond to imaginative text and performances
- Dramatize or retell stories, using props
- Connect a picture or illustration to a story
- Retell stories for comprehension check
- Summarize
- Organize and summarize
- Draw conclusions
- Make predictions (weather -- lion/lamb)
- Identify what students know, want to know, and have learned (KWL) about a specific story, theme, or topic
- Make inferences
- Understand cause and effect
- Understand story structure (beginning, middle, and end)
- Understand text organization
- Understand the difference between fantasy and realism
- Understand plot
- Recognize different plots in books by the same author
- Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues, and rereading to determine meaning
- Read cards, menus, invitations, and simple letters

Study Skills

- Select books, with teacher assistance, to meet informational needs
- Locate parts of a book
- Locate and use classroom and library media center
- Select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as theme/topic (part of lessons and at listening center)
- Use a picture dictionary as a resource for vocabulary (Apples to Zebras)
- Read and take home phonics library books (Houghton Mifflin)
- Self-select and take home library books to enjoy with the family

rhyme

Comprehension

Strategies:

- Predict/infer
- Evaluate
- Monitor/Clarify

Skills:

- Comprehend, interpret, and respond to imaginative text and performances
- Dramatize or retell stories, using props
- Connect a picture or illustration to a story
- Retell stories for comprehension check
- Organize and summarize
- Draw conclusions
- Make inferences
- Understand cause and effect
- Understand story structure (character and setting)
- Understand text organization
- Understand sequence of events
- Understand the difference between fantasy and realism
- Understand plot
- Read word bubbles
- Read a sentence and understand that it makes sense
- Categorize and classify
- Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues, and rereading to determine meaning
- Read cards, menus, invitations, and simple letters

Study Skills

- Select books, with teacher assistance, to meet informational needs
- Locate parts of a book
- Locate and use classroom and library media center
- Select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as theme/topic (part of lessons and at listening center)
- Use a picture dictionary as a resource for vocabulary (Apples to Zebras)
- Read and take home phonics library books (Houghton Mifflin)
- Self-select and take home library books to enjoy with the family
- Use computer software to support early reading development
- Provide technology experiences in the computer lab: *Bailey's Book House* (initial

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| | <ul style="list-style-type: none"> • Use computer software to support early reading development • Provide technology experiences in the computer lab: <i>Bailey's Book House</i> (initial sounds, rhyming, stories) (model/introduce) | sounds, rhyming, stories) (model/introduce) |
| Assessment | <ul style="list-style-type: none"> • ELP -- Thematic Checklist • Teacher Observation-assessing daily work-workbook pages-literary circle participation-independent reading (SSR, DEAR, Book Baskets Phonic Library) • DIBELS progress monitoring | <ul style="list-style-type: none"> • ELP -- Thematic Checklist • Teacher Observation-assessing daily work-workbook pages-literary circle participation-independent reading (SSR, DEAR, Book Baskets Phonic Library) • Individual Testing for 30 weeks • DIBELS progress monitoring |
| Resources | <i>Time for Kids</i> (weekly periodical/newspaper) (3/4 times per month) | <i>Time for Kids</i> (weekly periodical/newspaper) (3/4 times per month) |

Reading Kindergarten

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South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Kristine Hunt, Jyl Olschewske, Jennifer Gigilotti, Marie Roloson*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

| Mapping Category | May 2009 | June 2009 |
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| Theme | <p>Theme:</p> <ul style="list-style-type: none"> Down on the Farm <p>Approximate timeframe of theme: 3 weeks</p> | <p>Theme:</p> <ul style="list-style-type: none"> A World of Animals <p>Approximate timeframe of theme: 3 weeks</p> |
| Content | <p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> Big Books -- New and revisit -- <i>Cows in the Kitchen</i> (fantasy); <i>Mouse's Birthday</i> (fantasy) Non - fiction -- New and revisit -- <i>Ice Cream: From Cows to Kids</i>; <i>Who Lives on the Farm?</i> Decodable -- <i>Dot Got a Big Pot</i>; <i>The Big, Big Box</i>; <i>A Pot for Dan Cat</i> Newspapers and news magazine -- <i>Time for Kids</i> Environmental print Picture books Alphabet books Classroom displays Posters Signs and labels Maps Experience charts <p>Literary elements:</p> <ul style="list-style-type: none"> Respect age, gender, and cultural traditions of the writer (Mother's Day) Connect illustrations to story text <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected text -- 15-20 minutes as developmentally appropriate - 3 times per week</p> <ul style="list-style-type: none"> Share reading experiences to establish, maintain and enhance a personal relationship with peers and adults Make connections between personal experiences and stories read Evaluate and select books, poems, or tapes based on personal choice or teacher- | <p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> Big Books -- New and revisit -- <i>Splash!</i>(non-fiction); <i>Feather's for Lunch</i> (fiction) Non - fiction -- New and revisit -- <i>Baby Animals Play</i>; <i>Which Pet?</i> Decodable -- <i>Ken and Jen</i>; <i>It Can Fit</i>; <i>The Bug Hut</i> Newspapers and news magazine -- <i>Time for Kids</i> Environmental print Picture books Alphabet books Classroom displays Posters Signs and labels Maps Experience charts <p>Literary elements:</p> <ul style="list-style-type: none"> Identify setting Connect illustrations to story text Respect age, gender, and cultural traditions of the writer (Father's Day) <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected text -- 15-20 minutes as developmentally appropriate - 3 times per week</p> <ul style="list-style-type: none"> Share reading experiences to establish, maintain and enhance a personal relationship with peers and adults Make connections between personal experiences and stories read Evaluate and select books, poems, or tapes based on personal choice or teacher- |

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| | <p>selected criteria such as theme, topic, author, and illustrations</p> <p>Teacher Read-aloud: <i>The Story of the Half Chicken; The Enormous Turnip; A Lion on the Path</i></p> | <p>selected criteria such as theme, topic, author, and illustrations</p> <p>Teacher Read-aloud: <i>Run Away!; The Tale of the Three Little Pigs; Henny Penny</i></p> |
| <p>Skills</p> | <p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>said, the</i> (mastery) • Recognize names of friends (exposure) • Use naming words (introduction) • Use exact naming words (introduction) • Use rhyming words (mastery -- auditorially and orally) • Use comparisons (introduction) • Word family <i>-at, -ox, -ig, -it</i> (introduction) <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and picture • Follow directionality -- left to right, top to bottom • Recognize the letters of the alphabet • Recognize letter sound correspondence • Recognize initial consonants <i>t, k, n, f, h, s</i> • Recognize final consonant <i>x</i> • Recognize difference between letters, words and sentences • Alphabetize high frequency words to the first letter • Recognize singular and plural frequently used words • Distinguish the difference between vowels and consonants • Use beginning and ending consonants, as well as vowel sounds, to identify words • Recognize different sounds that make up a word • Recognize that words consist of a combination of sounds (phonemic awareness) • Match spoken words to print • Clap hands in parts / syllables • Read and Nonsense word families, onset / rhyme <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Evaluate • Question • Monitor/Clarify | <p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>are, the</i> (mastery) • Recognize names of friends (exposure) • Use order words (introduction) • Use exact naming words (introduction) • Use rhyming words (mastery -- auditorially and orally) • Use comparisons (introduction) • Use animal names (introduction) • Compare information (introduction) • Word family <i>-ug, -et, -en, -ut, ot</i> (introduction) <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and picture • Follow directionality -- left to right, top to bottom • Recognize the letters of the alphabet • Recognize letter sound correspondence • Recognize initial consonants <i>j, d, n, w</i> • Recognize difference between letters, words and sentences • Alphabetize high frequency words to the first letter • Recognize singular and plural frequently used words • Distinguish the difference between vowels and consonants • Use beginning and ending consonants, as well as vowel sounds, to identify words • Recognize different sounds that make up a word • Recognize that words consist of a combination of sounds (phonemic awareness) • Match spoken words to print • Clap hands in parts / syllables • Read and Nonsense word families, onset / rhyme <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Summarize |

Skills:

- Connect a picture or illustration to a story
- Dramatize or retell stories, using props
- Comprehend, interpret, and respond to imaginative text and performances
- Retell stories for comprehension check
- Organize and summarize
- Draw conclusions
- Make inferences
- Understand cause and effect
- Understand story structure (character and setting)
- Understand text organization
- Understand sequence of events
- Understand the difference between fantasy and realism
- Note important details
- Change ending of a story
- Understand plot
- Read word bubbles
- Read a sentence and understand that it makes sense
- Categorize and classify
- Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues, and rereading to determine meaning
- Read a friendly letter, class newsletter

Study Skills

- Select books, with teacher assistance, to meet informational needs
- Locate parts of a book
- Locate and use classroom and library media center
- Select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as theme/topic (part of lessons and at listening center)
- Use a picture dictionary as a resource for vocabulary (Apples to Zebras)
- Read and take home phonics library books (Houghton Mifflin)
- Self-select and take home library books to enjoy with the family
- Use computer software to support early reading development
- Provide technology experiences in the computer lab: *Bailey's Book House* (initial sounds, rhyming, stories) (model/introduce)

- Question

Skills:

- Connect a picture or illustration to a story
- Dramatize or retell stories, using props
- Comprehend, interpret, and respond to imaginative text and performances
- Retell stories for comprehension check
- Organize and summarize
- Draw conclusions
- Make inferences
- Compare and contrast
- Understand cause and effect
- Understand story structure (beginning, middle, and end)
- Understand story structure (plot)
- Understand text organization
- Understand sequence of events
- Understand story order
- Understand the difference between fantasy and realism
- Understand plot
- Note important details
- Note similarities and differences
- Read word bubbles
- Read a sentence and understand that it makes sense
- Categorize and classify
- Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues, and rereading to determine meaning
- Read aloud with expression and fluency

Study Skills

- Select books, with teacher assistance, to meet informational needs
- Locate parts of a book
- Locate and use classroom and library media center
- Select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as theme/topic (part of lessons and at listening center)
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| Assessment | <ul style="list-style-type: none"> • ELP -- Thematic Checklist • Teacher Observation-assessing daily work-workbook pages-literary circle participation-independent reading (SSR, DEAR, Book Baskets Phonic Library) • DIBELS benchmarking | <ul style="list-style-type: none"> • ELP -- Running Records • Teacher Observation-assessing daily work-workbook pages-literary circle participation-independent reading (SSR, DEAR, Book Baskets Phonic Library) • Individual Testing for 40 week report • DIBELS progress monitoring |
| Resources | <i>Time for Kids</i> (weekly periodical/newspaper) (3/4 times per month) | <i>Time for Kids</i> (weekly periodical/newspaper) (3/4 times per month) |