

**Reading Curriculum–Kindergarten  
Diocese of Cleveland  
2013**

**Reading: Foundational Skills**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Reading: Informational Text

Range of Reading and Level of Text Complexity

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

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Reading: Foundational Skills

Print Concepts RF.K.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.

Phonological Awareness RF.K.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 (consonant-vowel-consonant, 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.

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

- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- 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.

Fluency RF.K.4.

- Read emergent-reader texts with purpose and understanding.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language  
 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

**Essential Questions**

1. How can understanding consonant and vowel sounds and patterns help me read unfamiliar words?
2. How can knowing syllables strengthen my word attack skills?
3. How can fluency affect my comprehension?
4. How can I identify words that rhyme?

<b>Content</b> <b>The students will know</b>	<b>Skills</b> <a href="#">Bloom's Taxonomy</a> <a href="#">DOK Links</a> <b>The students will be able to</b>
<ol style="list-style-type: none"> <li>1. Phonemic Awareness</li> <li>2. Phonemes</li> <li>3. Word Recognition</li> <li>4. Phonics</li> <li>5. Consonants</li> <li>6. Vowels</li> <li>7. Consonant Blends</li> <li>8. Conceptual understanding</li> <li>9. Structural understanding</li> <li>10. Decode</li> <li>11. Directional words</li> <li>12. Sight words</li> <li>13. Fluency</li> <li>14. Rhymes</li> <li>15. Opposites</li> <li>16. Sequence</li> <li>17. Syllables</li> <li>18. Upper and lowercase letters</li> <li>19. Verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and complete rhyme words and patterns.</li> <li>2. Distinguish the number of syllables in words by using rhythmic clapping, tapping, snapping or counting.</li> <li>3. Distinguish upper and lowercase letters.</li> <li>4. Recognize, say, and write the common sounds of letters and consonant blends.</li> <li>5. Identify consonants and vowels in words.</li> <li>6. Recognize beginning, middle and end sounds in words.</li> <li>7. Sequence letters of the alphabet in order.</li> <li>8. Omit beginning and end sounds in words to create new words.</li> <li>9. Identify reading strategies that can help to decode an unknown word.</li> <li>10. Demonstrate understanding of the organization and basic features of print.</li> <li>11. Read emergent-reader texts with purpose and understanding.</li> <li>12. Follow words from left to right, top to bottom, and page by page.</li> <li>13. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>14. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> <li>15. Demonstrate understanding of frequently occurring verbs</li> </ol>

	and adjectives by relating them to their opposites (antonyms).
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Consonants</li> <li>2. Short vowel</li> <li>3. Long vowel</li> <li>4. Consonant Digraphs ( st, sh, th...)</li> <li>5. Uppercase letters</li> <li>6. Lowercase letters</li> <li>7. High-frequency words</li> <li>8. Initial sound</li> <li>9. Medial sound</li> <li>10. Final sound</li> <li>11. Opposites</li> <li>12. Segment</li> <li>13. Top</li> <li>14. Bottom</li> <li>15. Left</li> <li>16. Right</li> </ol>	<ol style="list-style-type: none"> <li>1. Phonemic Awareness</li> <li>2. Phonological Awareness</li> <li>3. Phonemes</li> <li>4. Alphabetical letter order</li> </ol>
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Independent Work. Children will create uppercase and lowercase letters using play dough or model magic. Once they are comfortable creating letters, they will practice writing the lowercase letters and the uppercase letters on a written line on a paper.</li> <li>2. Creative Project. Children will create a short and long vowel book weekly based upon the specific vowel that is being focused on for the week. For example, for short vowel "a" sound students will create their own "Short Vowel 'A' Book" and draw pictures of words that begin with a short vowel "a" sound (apple, actor . . .).</li> <li>3. Game Playing. Children will play "Alphabet Bingo" and identify the upper and lowercase letters and sounds they already know on bingo cards.</li> <li>4. Cooperative Work. Children will roll a dice. For whatever number is rolled, the child chooses the same number sight word cards from the top of a pile. The child automatically reads the sight words and writes them on a dry erase board.</li> <li>5. Cooperative Work. Create a classroom "word wall" where children can add five new sight words weekly to the wall.</li> <li>6. Partner Reading. Partners read a decodable book or story. Children highlight with a yellow crayon the weekly sight words that can be found in the text.</li> </ol>	<p><b>Upper and Lowercase Letter Identification</b>  <b>Summative: Written Assessment</b>  Children will be able to write the lowercase letters and the uppercase letters on a written line on a paper.</p> <p><b>Short and Long Vowel Identification</b>  <b>Formative: Written Assessment</b>  Children will create a short and long vowel book weekly based upon the specific vowel that is being focused on for the week. For example, for short vowel "a" sound children will create their own "Short Vowel 'A' Book" and draw pictures of words that begin with a short vowel "a" sound (apple, actor...).</p> <p><b>Alphabet Bingo</b>  <b>Diagnostic: Observation</b>  Children will play "Alphabet Bingo" and identify the upper and lowercase letters and sounds they already know on bingo cards.</p> <p><b>Word Recognition Game</b>  <b>Summative: Cooperative Group Work</b>  Children will roll a dice. For whatever number is rolled, the child chooses the same number sight word cards from the top of a pile. The child automatically reads the sight words and writes them on a dry erase board.</p>
<b>Resources (Suggested)</b>	<b>Catholic Identity</b>
<ol style="list-style-type: none"> <li>1. iPad Resources</li> <li>2. Literature Connections  <i>Dr. Jean's Totally Reading CD</i> By Dr. Jean Dowls (see examples below which all come from Dr. Jean)  <b>Phonics:</b> Happy Birthday Letters, Who Let the Letters Out? (Open version), I Know an Old Man Who Swallowed a Letter, Letter Box, Letter Round-Up, Sweet Vowels,</li> </ol>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Care for God's Creation</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them</li> </ul>

Slide and Blend, Digraph Walk, The Tools of Good Readers

**Comprehension:** Who? What? Where? When? Why?, It's Fact and Fiction Time, Where Can You Go When You Need to Know?

**Fluency:** Rapping Words, Lifetime Words, Punctuation Pays

**Vocabulary:** Parts of Speech Hoedown, Endings, We Can Do Opposites, Synonym Stomp, O, Those Contractions

**Writing:** Ready to Write, Pencil Talk, Karate Writing, Writing Uppercase Letters, Rhyme to Write Lowercase Letters, Hi Ho Librario--Parts of a Book, Parts of a Letter

*Bob Books Set 1: Beginner Readers* by Bob Lynn Maslen

*Bob Books Set 3: Word Families* by Bob Lynn Maslen

*Basic Phonics Skills, Level A, Grades Pre K-K* by Evan Moore, Inc.

*First Little Readers Parent Pack: Guided Reading Level C:*

*25 Irresistible Books That Are Just the Right Level for Beginning Readers* [Paperback] by Scholastic Inc.

3. Internet Resources



[Learn to Read with Phonics!](#)



[Educational Games!](#)



[Online Learning Games!](#)



[Phonics Program!](#)

from child abuse, including sexual abuse and neglect.

- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Kindergarten  
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**Reading Informational Texts: Nonfiction**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Capacities of the Literate Individual  
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Reading: Informational Text

**Key Ideas and Details**

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.

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

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

- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

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

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

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.

- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

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.

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

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

- 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**

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

- 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).

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.

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

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.

- RI.K.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).

Range of Reading and Level of Text Complexity

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

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Reading: Foundational Skills

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

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 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 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language Conventions of Standard English

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

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

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

### Essential Questions

1. How does the non-fiction story relate to me?
2. In what ways can illustrations and pictures help me predict what is going to happen?
3. In what ways are non-fiction stories like fictional stories?
4. How can context clues help me understand a word?

### Content

The students will know

1. Genres
2. Biography
3. Details

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Identify favorite types of books and stories.
2. Compare and contrast an author's and an illustrator's job.
3. Make predictions for a story based on literary and picture

<ol style="list-style-type: none"> <li>4. Author</li> <li>5. Illustrator</li> <li>6. Point of view</li> <li>7. Main idea</li> <li>8. Literary elements</li> <li>9. Comprehension strategies</li> <li>10. Conceptual understanding</li> <li>11. Structural understanding</li> <li>12. Picture clues</li> <li>13. Retelling</li> <li>14. Predictions</li> <li>15. Connections</li> <li>16. Non-fiction</li> </ol>	<p>clues.</p> <ol style="list-style-type: none"> <li>4. Make connections between fictional characters and real-life, non-fictional characters.</li> <li>5. Identify key details about non-fictional text.</li> <li>6. Identify key events in a person's life.</li> <li>7. With prompting and support, ask and answer questions about key details in a text.</li> <li>8. With prompting and support, identify the main topic and retell key details of a text.</li> <li>9. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>10. Ask and answer questions about unknown words in a text.</li> <li>11. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>12. 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).</li> <li>13. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>14. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> </ol>
<p><b>Common Core Vocabulary</b></p>	<p><b>Additional Vocabulary</b></p>
<ol style="list-style-type: none"> <li>1. Author</li> <li>2. Biography</li> <li>3. Illustrator</li> <li>4. Character</li> <li>5. Plot</li> <li>6. Main Idea</li> <li>7. Setting</li> <li>8. Non-Fiction</li> <li>9. Reality</li> </ol>	
<p><b>Learning Experiences (Suggested)</b></p>	<p><b>Assessment (Suggested)</b></p>
<ol style="list-style-type: none"> <li>1. Read Aloud. Children will read developmentally appropriate decodable non-fiction books to their parents at home. They will then have a class discussion regarding which job they would prefer to have and why.</li> <li>2. Graphic Organizer. Children will compare and contrast the different jobs of an author and an illustrator by using a Venn Diagram.</li> <li>3. Writing. Children will be able to become an author and illustrator. Children will illustrate a picture of a sport/activity they like to do. They will write a simple sentence using correct capitalization and punctuation that describes the sport and why they like it.</li> <li>4. Graphic Organizer. Children will fill out a KWL chart about a topic from a non-fiction story they will be reading in class in order to activate prior knowledge. The class will then discuss what they already know about the topic, what they want to know, and then what they learned about the topic</li> </ol>	<p><b>Author/Illustrator Comparison</b>  <b>Formative: Graphic Organizer</b>  Children will compare and contrast the different jobs of an author and an illustrator by using a Venn Diagram. They can then have a discussion regarding which job they would like to have and why.</p> <p><b>Simple Sentence Writing</b>  <b>Diagnostic: Written Assessment</b>  Children will be able to become an author and illustrator. Children will illustrate a picture of a sport/activity they like to do. They will write a simple sentence using correct capitalization and punctuation that describes the sport and why they like it.</p> <p><b>KWL Chart</b>  <b>Formative: Graphic Organizer</b>  Children will fill out a KWL chart about a topic from a non-fiction story they will be reading in class in order to activate prior</p>






after reading the selection in class.



knowledge. The class will then discuss what they already know about the topic, what they want to know, and then what they learned about the topic after reading the selection in class.

### Resources (Suggested)

1. iPad Resources
2. Literature Connection  
Common Core Standards: Suggested Informational Texts  
*A Picture Book of Abraham Lincoln* by David A. Adler  
*A Picture Book of George Washington* by David A. Adler  
*A Weed is a Flower* by Aliko  
*From Seed to Plant* by Gail Gibbons  
*I Read Signs* by Tana Hoban  
*Jesus and his Friends (I can Read!/Beginning Bible)* by Kelly Pulley  
*Kitten's First Full Moon* by Kevin Henkes  
*Let's Find Out About Ice Cream* by Mary Ebeltoft Reid  
*My Five Senses* by Aliko  
*Oceans* by Seymour Simon  
*Starfish* by Edith Thacher Hurd  
*The Icky Bug Book* by Jerry Palotta
3. Internet Resources  
 [Narrated eBooks](#)  
 [Learn to Read with Phonics](#)  
 [K-3 Educational Materials](#)

### Catholic Identity

#### Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

#### Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

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**Reading Literature: Fiction**

**Standards Assessed**

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Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
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Craft and Structure

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.

- RL.K.4. Ask and answer questions about unknown words in a text.

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.

- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

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

- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

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

- RL.K.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).

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.

- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

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

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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.

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

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

- 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

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

- 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).

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language Conventions of Standard English

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

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

### Essential Questions

1. In what ways are fictional characters like real people?
2. In what ways do illustrations help me better understand a story?
3. In what ways can I learn about myself by reading about fictional characters?
4. How are the adventures of characters in different stories similar and different?
5. Why do we read fiction?
6. In what ways does point of view help me understand a text?

**Content**  
The students will know

**Skills**  
[Bloom's Taxonomy](#)

<ol style="list-style-type: none"> <li>1. Genres</li> <li>2. Fiction</li> <li>3. Compare and contrast</li> <li>4. Context clues</li> <li>5. Literary elements</li> <li>6. Contextual understanding</li> <li>7. Conceptual understanding</li> <li>8. Structural understanding</li> <li>9. Author</li> <li>10. Illustrator</li> <li>11. Point of view</li> <li>12. Connections</li> <li>13. Predictions</li> <li>14. Scene</li> <li>15. Capitalization</li> <li>16. Punctuation</li> <li>17. Spelling</li> <li>18. Writing</li> <li>19. Clarify</li> <li>20. Word meaning-semantics/verbs</li> </ol>	<p><b><u>DOK Links</u></b>  <b>The students will be able to</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions about unknown words in a text.</li> <li>2. Illustrate a scene from the story.</li> <li>3. Predict major events from the story using context clues.</li> <li>4. Make connections between fictional and real-life experiences.</li> <li>5. Distinguish main idea from text and draw/write information about topic.</li> <li>6. Infer point of view of a story with prompting and support.</li> <li>7. Identify key details from the fictional text.</li> <li>8. Recognize common types of texts.</li> <li>9. With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>10. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>11. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>12. Identify the front cover, back cover, and title page of a book.</li> <li>13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> </ol>
<p><b>Common Core Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Author</li> <li>2. Illustrator</li> <li>3. Character</li> <li>4. Point of view</li> <li>5. Main Idea</li> <li>6. Setting</li> <li>7. Fiction</li> <li>8. Fantasy</li> <li>9. Scene</li> <li>10. Nouns</li> <li>11. Verbs</li> <li>12. Context/picture clues</li> </ol>	<p><b>Additional Vocabulary</b></p>
<p><b>Learning Experiences (Suggested)</b></p> <ol style="list-style-type: none"> <li>1. Partner Work. Children will work with a partner to sequence picture cards in order based on events that occurred from the fictional story and label characters on paper.</li> <li>2. Graphic Organizer. Children will use a K-W-L chart (or digital K-W-L chart online) to orally discuss what they already know about the fictional topic, what they want to know, and what they have learned from listening to the fictional story.</li> <li>3. Creative Project. Children will create an illustration for their favorite fictional book and explain to the class why they chose that scene to illustrate.</li> <li>4. Graphic Organizer. Children will complete a Venn Diagram illustrating the similarities and differences</li> </ol>	<p><b>Assessment (Suggested)</b></p> <p><b>Fictional Scene Assessment</b>  <b>Summative: Cooperative Group Work</b>  Children will work with a partner to sequence picture cards in order based on events that occurred from the fictional story and label characters on paper.</p> <p><b>K-W-L Chart</b>  <b>Diagnostic: Class Discussion</b>  Children will use a K-W-L chart (or digital K-W-L chart online) to orally discuss what they already know about the fictional topic, what they want to know and what they have learned from listening to the fictional story.</p>

between two characters from different fictional works.



[eBooks](#)



[Narrated eBooks](#)



[Video Storybooks](#)

### Illustration

#### Formative: Visual Arts Project

Children will create their own illustration for their favorite fictional book and explain to the class why they chose that scene to illustrate.

#### Character Comparison

#### Summative: Graphic Organizer

Children will complete a Venn Diagram illustrating the similarities and differences between two characters from different fictional works.

### Resources (Suggested)

1. iPad Resources
2. Literature Connections  
Common Core Standards: Suggested Informational Texts  
*Are You My Mother?* by P.D. Eastman  
*Cloudy with a Chance of Meatballs* by Judi H. Barrett  
*Dog and Bear: Two Friends Three Stories* by Laura Vaccaro Seeger  
*Goodnight Gorilla* by Peggy Rathmann  
*Green Eggs and Ham* by Dr. Seuss  
*Hi! Fly Guy* by Tedd Arnold  
*Little Bear* by Else Holmelund Minarik and Maurice Sendak  
*Put Me in the Zoo* by Robert Lopshire  
*The Little Scarecrow Boy* by Margaret Brown  
*What Do You Do with a Tail Like This?* by Steve Jenkins & Robin Page
3. Internet Resources

### Catholic Identity

#### Social Justice Teachings

- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

#### Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Kindergarten  
Diocese of Cleveland  
2013**

**Reading Literature: Drama**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Capacities of the Literate Individual  
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Reading: Literature

**Key Ideas and Details**

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.

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

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

- RL.K.2. With prompting and support, retell familiar stories, including key details.

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

- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

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.

- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

**Range of Reading and Level of Text Complexity**

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

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.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.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

### Essential Questions

1. In what ways is drama different from other genres?
2. How does an actor bring a character to life?
3. To what degree do facial expressions change people's conversations?
4. To what degree does tone of voice affect conversations?
5. Why should drama be viewed and not just read?

### Content

The students will know

1. Actor/Actress
2. Point of view
3. Literary elements
4. Facial expression
5. Fiction & non-fiction
6. Drawing

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Explain their thoughts and feelings about the performances of the characters.
2. Compare and contrast how the characters were similar and different in the play.
3. Distinguish if one character pretended to act as the good character and the other character pretended to act as the

<ol style="list-style-type: none"> <li>7. Labeling pictures</li> <li>8. Production</li> <li>9. Sequence of events</li> <li>10. Connections</li> <li>11. Contextual understanding</li> <li>12. Structural understanding</li> <li>13. Creative writing</li> </ol>	<p>evil character.</p> <ol style="list-style-type: none"> <li>4. Retell what happened at the beginning, in the middle and at the end of the play.</li> <li>5. Organize the picture cards from the play of what the character did first, next and last in the story.</li> <li>6. Distinguish how the costumes are different from everyday clothes.</li> <li>7. Compare and contrast the similarities between their own family and the character's family found in plays.</li> <li>8. Describe what they would do if they were the character in the play and they had to make a choice. Would their choice be reflective of the Catholic Identity and our faith?</li> <li>9. With prompting and support, ask and answer questions about key details in a text.</li> <li>10. With prompting and support, retell familiar stories, including key details.</li> <li>11. With prompting and support, identify characters, settings, and major events in a story.</li> <li>12. Actively engage in group reading activities with purpose and understanding.</li> <li>13. 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.</li> <li>14. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>15. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>16. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>17. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>18. Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ol>
<p><b>Common Core Vocabulary</b></p>	<p><b>Additional Vocabulary</b></p>
<ol style="list-style-type: none"> <li>1. Drama</li> <li>2. Line</li> <li>3. Scene</li> <li>4. Fiction &amp; non-fiction</li> <li>5. Reasoning</li> <li>6. Word relationships</li> <li>7. Facial expression</li> <li>8. Context clues</li> <li>9. Intonation</li> <li>10. Pronunciation</li> </ol>	<ol style="list-style-type: none"> <li>1. Stage position</li> <li>2. Cue</li> <li>3. Costume</li> </ol>
<p><b>Learning Experiences (Suggested)</b></p>	<p><b>Assessment (Suggested)</b></p>
<ol style="list-style-type: none"> <li>1. Creative Project. Children will orally listen to an audio version (CD) of a play and write descriptive words on chart paper of how character(s) are feeling in the play. Children can also illustrate a picture of how the character is feeling.</li> <li>2. Cooperative Work. Children will create a reader's theatre</li> </ol>	<p><b>Mini-Plays</b>  <b>Summative: Dramatization</b>  Have children create a reader's theatre and write their own skits involving only 3-4 characters. After skits are written, have children form small groups and present each of the skits to the class.</p>



and write their own skits involving only 3-4 characters. After skits are written, have children form small groups and present each of the skits to the class.

3. Puppet Play. Children will choose a favorite story that they have heard before. Using puppets and props, they will act out the beginning, middle, and end of the story for their classmates.
4. Cooperative Work. The children will work in groups of 4 - 6 and are instructed to pantomime a single general activity (examples: Playing different sports at school, performing with an orchestra, circus acts, hospital work, etc.). To communicate the idea of a general activity, each actor must pantomime a specific one, for example: "Office work." One actor mimes being a typist, another delivers the mail, another is a "boss" at a desk (perhaps on the phone), a client visits the office to see the boss, etc. The audience then guesses the general activity and then talks about the specific ones. Make sure the actors understand they cannot speak--only work with their bodies, facial expressions, etc.

### Identify Feelings in a Play

#### Formative: Cooperative Group Work

Children will orally listen to an audio version on (CD) of a play and write descriptive words on chart paper of how character(s) are feeling in the play. Children can also illustrate a picture of how the character is feeling.

#### Puppet Play

##### Summative: Dramatization




Children will choose a favorite story that they have heard before. Using puppets and props, they will act out the beginning, middle, and end of the story for their classmates.

#### Pantomime

##### Formative: Dramatization

The children will work in groups of 4 - 6 and are instructed to pantomime a single general activity (examples: Playing different sports at school, performing with an orchestra, circus acts, hospital work, etc.). To communicate the idea of a general activity, each actor must pantomime a specific one, for example: "Office work." One actor mimes being a typist, another delivers the mail, another is a "boss" at a desk (perhaps on the phone), a client visits the office to see the boss, etc. The audience then guesses the general activity and then talks about the specific ones. Make sure the actors understand they cannot speak--only work with their bodies, facial expressions, etc.

### Resources (Suggested)

1. iPad Resources
2. Literature Connections
  - Break a Leg! The Kids' Guide to Acting and Stagecraft* by Lise Friedman
  - 15 Easy-to-Read Mini-Book Plays (K-2)* by Sheryl Ann Crawford & Nancy I. Sanders
  - Folk Tale Plays from Around the World That Kids Will Love!* by Marci Appelbaum and Jeff Catanese
  - Frantic Frogs and Other Frankly Fractured Folktales for Readers Theatre* by Anthony D. Fredericks
  - I Want to Be Jesus!: Over 150 Easy-To-Use Gospel Plays for Children* by Carol Camp Twork
  - Mother Goose Readers Theatre for Beginning Readers* by Anthony D. Fredericks
  - Readers Theatre for Beginning Readers (Grades 1-4)* by Suzanne I. Barchers
  - 25 Just-Right Plays for Emergent Readers (K-1)* by Carol Pugliano-Martin
3. Internet Resources
  -  [Visual Learning](#)
  -  [Plays for Kids](#)
  -  [Drama for Kids](#)

### Catholic Identity

#### Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

#### Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS

founded on religious conviction.

- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Kindergarten  
Diocese of Cleveland  
2013**

**Reading Literature: Poetry**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Reading: Literature

Key Ideas and Details

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.

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

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

- RL.K.2. With prompting and support, retell familiar stories, including key details.

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

- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

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.

- RL.K.4. Ask and answer questions about unknown words in a text.

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.

- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

Range of Reading and Level of Text Complexity

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

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Reading: Foundational Skills

Phonological Awareness RF.K.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.

Fluency RF.K.4.

- Read emergent-reader texts with purpose and understanding.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.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.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 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 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

### Essential Questions

1. To what degree can words make me feel something?
2. In what ways are poetry and prose different?
3. Why should I read poetry?
4. How can we have different interpretations of the same poem?
5. Why do people write poetry?

### Content

The students will know

1. Rhyme
2. Fantasy
3. Nursery rhymes
4. Similarities
5. Differences
6. Folktales
7. Fables
8. Poetry
9. Poem
10. Repetition
11. Rhythm
12. Point of view

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Recall events from the poem.
2. Recognize and produce rhyming words.
3. Describe familiar people, places, things and events of your lives that are similar to the poem.
4. Interpret how the poem relates to you.
5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
6. With prompting and support, ask and answer questions about key details in a text.
7. With prompting and support, identify characters, settings, and major events in a story.

<ol style="list-style-type: none"> <li>13. Single syllabication</li> <li>14. Nouns</li> <li>15. Voice inflections</li> <li>16. Literary elements</li> <li>17. Contextual understanding</li> <li>18. Conceptual understanding</li> <li>19. Structural understanding</li> <li>20. Comprehension</li> <li>21. Word meanings</li> <li>22. Word relationships</li> <li>23. Communication</li> </ol>	<ol style="list-style-type: none"> <li>8. Ask and answer questions about unknown words in a text.</li> <li>9. Recognize common types of texts (e.g., storybooks, poems).</li> <li>10. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>11. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>12. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>13. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> <li>14. 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.</li> <li>15. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>16. 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.</li> <li>17. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> </ol>
<p><b>Common Core Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Poem</li> <li>2. Rhyming words</li> <li>3. Rhythm</li> <li>4. Nouns</li> <li>5. Point of View</li> <li>6. Word Meanings</li> <li>7. Pronunciation</li> <li>8. Tone</li> <li>9. Pitch</li> </ol>	<p><b>Additional Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Volume</li> <li>2. Line</li> <li>3. Feelings</li> </ol>
<p><b>Learning Experiences (Suggested)</b></p> <ol style="list-style-type: none"> <li>1. Creative Project. Children will write an acronym name poem describing their personal character traits.</li> <li>2. Concept Map. Children will orally listen to a poem and illustrate and phonetically write the characters, setting, and main idea in a concept map.</li> <li>3. Creative Project. After reading <i>Keep a Poem in Your Pocket</i> by Beatrice Schenk de Regniers, children will use envelopes to make and decorate pockets that they can attach to their desks. Each day of your poetry unit, children will copy a favorite poem onto an index card and put it in their pocket. At the end of the unit, the children will make a cover and bind the index cards into a book. The children can also memorize one of the poems they copied. They can perform the poem in front of the class or simply share with a friend or family member and relay the details of the experience.</li> <li>4. Writing. Children will use magnetic words to create their own poetry. This simple collection of magnets has one</li> </ol>	<p><b>Assessment (Suggested)</b></p> <p><b>Writing Poems</b>  <b>Formative: Writing Assignment</b>  Children will use magnetic words to create their own poetry. This simple collection of magnets has one word on each piece of magnet. Children will use a magnetic white board or other magnetic surface and compose their own free verse poems with the available words. Children will have fun exercising their creativity through play. Even if they only use the words to create long sentences, they will be practicing their <b>grammar skills</b> and <b>word order rules</b> through an activity that feels more like a game than language studies.</p> <p><b>Concept Map</b>  <b>Formative: Graphic Organizer</b>  Students will orally listen to a poem and illustrate and phonetically write the characters, setting and main idea in a concept map.</p>

word on each piece of magnet. Children will use a magnetic white board or other magnetic surface and compose their own free verse poems with the available words. Children will have fun exercising their creativity through play. Even if they only use the words to create long sentences, they will be practicing their grammar skills and word order rules through an activity that feels more like a game than language studies.



[Free Sources of Children's Poetry.](#)



[Poetry for Kids](#)

### Acronym Poem

#### Summative: Writing Assignment

Students will write an acronym name poem describing their personal character traits.

### A Poem in Your Pocket

#### Summative: Project

After reading *Keep a Poem in Your Pocket* by Beatrice Schenk de Regniers, children will use envelopes to make and decorate pockets that they can attach to their desks. Each day of your poetry unit, children will copy a favorite poem onto an index card and put it in their pocket. At the end of the unit, the children will make a cover and bind the index cards into a book. The children can also memorize one of the poems they copied. They can perform the poem in front of the class or simply share with a friend or family member and relay the details of the experience.

### Resources (Suggested)

1. iPad Resources
2. Literature Connection
  - Sight Word Tales Family Poem Pack of Books* by Scholastic Inc.
  - Common Core Standards: Suggested Read Aloud Poetry
  - "April Rain Song" by Langston Hughs
  - "A Story, A Story" by Gail E. Haley
  - Are You My Mother?* by Philip D. Eastman
  - By Myself* by Eloise Greenfield
  - "Covers" by Nikki Giovanni
  - Little Bear* by Else H. Minarik
  - Over in the Meadow* by John Langstaff
  - Pancakes For Breakfast* by Tomie dePaola
  - Put Me in the Zoo* by Robert Lopshire
  - "The Owl and the Pussycat" by Edward Lear
  - We're Going on a Bear Hunt* by Michael Rosen
  - Zin! Zin! Zin! a Violin* by Lloyd Moss
  - Keep a Poem in Your Pocket* by Beatrice Schenk de Regniers
3. Internet Resources

### Catholic Identity

#### Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

#### Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

# PARENT GUIDE

## KINDERGARTEN READING CURRICULUM

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Kindergarten.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Reading: Foundational Skills	
Print Concepts	
	Demonstrate understanding of the organization and basic features of print.
	Follow words from left to right, top to bottom, and page by page.
	Recognize that spoken words are represented in written language by specific sequences of letters.
	Understand that words are separated by spaces in print.
	Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	Recognize and produce rhyming words.
	Count, pronounce, blend, and segment syllables in spoken words.
	Blend and segment onsets and rimes of single-syllable spoken words.
	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	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.
	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
	Read emergent-reader texts with purpose and understanding.



<b>Reading: Literature</b>	
<b>Key Ideas and Details</b>	
	With prompting and support, ask and answer questions about key details in a text.
	With prompting and support, retell familiar stories, including key details.
	With prompting and support, identify characters, settings, and major events in a story.
<b>Craft and Structure</b>	
	Ask and answer questions about unknown words in a text.
	Recognize common types of texts (e.g., storybooks, poems).
	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
<b>Integration of Knowledge and Ideas</b>	
	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).
	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>Range of Reading and Level of Text Complexity</b>	
	Actively engage in group reading activities with purpose and understanding.
<b>Reading: Informational Text</b>	
<b>Key Ideas and Details</b>	
	With prompting and support, ask and answer questions about key details in a text.
	With prompting and support, identify the main topic and retell key details of a text.
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>Craft and Structure</b>	
	With prompting and support, ask and answer questions about unknown words in a text.
	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 the ideas or information in a text.
<b>Integration of Knowledge and Ideas</b>	
	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).
	With prompting and support, identify the reasons an author gives to support points in a text.
	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>Range of Reading and Level of Text Complexity</b>	
	Actively engage in group reading activities with purpose and understanding.
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	Continue a conversation through multiple exchanges.

<b>Comprehension and Collaboration continued</b>	
	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
	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>Presentation of Knowledge and Ideas</b>	
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	Add drawings or other visual displays to descriptions as desired to provide additional detail.
	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Writing</b>	
<b>Text Types and Purposes</b>	
	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.
<b>Production and Distribution of Writing</b>	
	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<b>Research to Build and Present Knowledge</b>	
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Language</b>	
<b>Conventions of Standard English</b>	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Vocabulary Acquisition and Use</b>	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	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.
	With guidance and support from adults, explore word relationships and nuances in word meanings.
	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Notes:** \_\_\_\_\_  
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# READING CURRICULUM

## KINDERGARTEN

### DIOCESE OF CLEVELAND

## Checklist for Common Core State Standards & Diocesan Curriculum

Date Taught	
<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>Reading: Foundational Skills</b>	
<b>Print Concepts</b>	
	Demonstrate understanding of the organization and basic features of print.
	Follow words from left to right, top to bottom, and page by page.
	Recognize that spoken words are represented in written language by specific sequences of letters.
	Understand that words are separated by spaces in print.
	Recognize and name all upper- and lowercase letters of the alphabet.
<b>Phonological Awareness</b>	
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	Recognize and produce rhyming words.
	Count, pronounce, blend, and segment syllables in spoken words.
	Blend and segment onsets and rimes of single-syllable spoken words.
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<b>Phonics and Word Recognition</b>	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	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.
	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<b>Fluency</b>	
	Read emergent-reader texts with purpose and understanding.

Date Taught	
<b>Reading: Literature</b>	
Key Ideas and Details	
	With prompting and support, ask and answer questions about key details in a text.
	With prompting and support, retell familiar stories, including key details.
	With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	
	Ask and answer questions about unknown words in a text.
	Recognize common types of texts (e.g., storybooks, poems).
	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	
	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).
	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity	
	Actively engage in group reading activities with purpose and understanding.
<b>Reading: Informational Text</b>	
Key Ideas and Details	
	With prompting and support, ask and answer questions about key details in a text.
	With prompting and support, identify the main topic and retell key details of a text.
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
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<b>Speaking and Listening</b>	
Comprehension and Collaboration	
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	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	Continue a conversation through multiple exchanges.

Date Taught	
Comprehension and Collaboration continued	
	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.
	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
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	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Notes: \_\_\_\_\_

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