

Bethlehem Lutheran School
Reading/Literature Kindergarten (revised 6/11)

The philosophy of the reading program is to involve each student in a learning program which blends good reading strategies, phonics skills, and a balanced variety of literacy form that capitalizes on reading interests in recognition of the needs for fluent reading and comprehension in our daily lives. Further, the curriculum will provide the child with meaningful and effective communication skills for use in a God-pleasing lifestyle.

State Standard 1

Oral Expression and Listening

State Sub Standard 1

Oral Communication skills are built within a language-rich environment.

Classroom Objectives

- 1.1.1 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- 1.1.2 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- 1.1.3 Speak audibly and express thoughts, feelings, and ideas clearly.
- 1.1.4 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- 1.1.5 Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- 1.1.6 Identify real-life connections between words and their use (e.g., note places at school that are colorful).

- 1.1.7 Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- 1.1.8 Express words and word meanings as encountered in books and conversation.
- 1.1.9 Use new vocabulary that is directly taught through reading, speaking, and listening.
- 1.1.10 Relate new vocabulary to prior knowledge.
- 1.1.11 Classify and categorize words.*
- 1.1.12 Tell a story with a beginning, middle, and end.*

State Sub Standard 2

Communication relies on effective verbal and nonverbal skills.

Classroom Objectives

- 1.2.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - 1.2.1-a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - 1.2.1-b Continue a conversation through multiple exchanges.

- 1.2.2 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.
- 1.2.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 1.2.4 Listen with comprehension to follow two-step directions.
- 1.2.5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 1.2.6 Use reading, writing, speaking, and listening to define and solve problems.*
- 1.2.7 Respond to written and oral presentations as a reader, listener, and articulate speaker.*

State Sub Standard 3

Vocal sounds produce words and meaning to create early knowledge and phonemic awareness.

Classroom Objectives

- 1.3.1 Identify and create rhyming words.
- 1.3.2 Identify and create alliterations.
- 1.3.3 Identify words orally according to shared beginning or ending sounds.
- 1.3.4 Blend sounds orally to make one-syllable words.
- 1.3.5 Segment one-syllable words into sounds.
- 1.3.6 Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable).

- 1.3.7 Identify the initial, medial, and final phoneme (speech sound) of spoken words.
- 1.3.8 Segment sentences into correct number of words.*
- 1.3.9 Count phonemes.*
- 1.3.10 Isolate initial, medial, and final sounds.*
- 1.3.11 Distinguish between long and short vowel sounds.*
- 1.3.12 Manipulate phonemes (addition, deletion, substitution).*

State Standard 2

Reading for all purposes

State Sub Standard 1

A concept of print to read and a solid comprehension of literary texts are the building blocks for reading.

Classroom objectives

- 2.1.1 Use Key Ideas and Details to:
 - 2.1.1-a With prompting and support, ask and answer questions about key details in a text.
 - 2.1.1-b With prompting and support, retell familiar stories, including key details.
 - 2.1.1-c With prompting and support, identify characters, settings, and major events in a story.
- 2.1.2 Use Craft and Structure to:
 - 2.1.2-a Ask and answer questions about unknown words in a text.

- 2.1.2-b Recognize common and classic types of texts (e.g., storybooks, folktales, poems, nursery rhymes, fiction, legends, myths).
- 2.1.2-c With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- 2.1.3 Use Integration of Knowledge and Ideas to:
 - 2.1.3-a 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).
 - 2.1.3-b Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- 2.1.4 Use Range of Reading and Level of Text Complexity to:
 - 2.1.4-a Actively engage in group reading activities with purpose and understanding.
- 2.1.5 Make inferences.*
- 2.1.6 Summarize.*
- 2.1.7 Identify and analyze story structure.*
- 2.1.8 Identify cause and effect relationships.*
- 2.1.9 Classify and categorize.*
- 2.1.10 Distinguish between fantasy and reality.*
- 2.1.11 Identify problem and solution.*
- 2.1.12 Sequence events.*
- 2.1.13 Recognize an author's point of view.*

- 2.1.14 Differentiate between fact and opinion in written and spoken form.*
- 2.1.15 Use new vocabulary from literature in other context.*

State Sub Standard 2

A concept of print to read and a solid comprehension of informational text are building blocks for reading.

Classroom Objectives

- 2.2.1 Use Key Ideas and Details to:
 - 2.2.1-a With prompting and support, ask and answer questions about key details in a text.
 - 2.2.1-b With prompting and support, identify the main topic and retell key details of a text.
 - 2.2.1-c With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 2.2.2 Use Craft and Structure to:
 - 2.2.2-a With prompting and support, ask and answer questions about unknown words in a text.
 - 2.2.2-b Identify the front cover, back cover, and title page of a book.
 - 2.2.2-c Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- 2.2.3 Use Integration of Knowledge and Ideas to:
 - 2.2.3-a 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).

2.2.3-b With prompting and support, identify the reasons an author gives to support points in a text.

2.2.3-c With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

2.2.4 Use Range of Reading and Level of Text Complexity to:

2.2.4-a Actively engage in group reading activities with purpose and understanding.

State Sub Standard 3

Decoding words in print requires alphabet recognition and knowledge of letter sounds.

Classroom Objectives

2.3.1 Demonstrate understanding of the organization and basic features of print.

2.3.1-a Follow words from left to right, top to bottom, and page by page.

2.3.1-b Recognize that spoken words are represented in written language by specific sequences of letters.

2.3.1-c Understand that words are separated by spaces in print.

2.3.1-d Recognize and name all upper- and lowercase letters of the alphabet.

2.3.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

2.3.2-a Recognize and produce rhyming words.

2.3.2-b Count, pronounce, blend, and segment syllables in spoken words.

2.3.2-c Blend and segment onsets and rimes of single-syllable spoken words.

2.3.2-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 CVC sending with /l/, /r/, or /x/).

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

2.3.2-f Identify phonemes for letters.

2.3.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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

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

2.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.

2.3.4-a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

2.3.4-b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

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

- 2.3.4-d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- 2.3.5 Read emergent-reader texts with purpose and understanding.
- 2.3.6 Match print to speech (one-to-one correspondence).*

State Standard 3

Writing and Composition

State Sub Standard 1

Text types and purposes, labels, and familiar words are used to communicate information and ideas.

Classroom objectives

- 3.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- 3.1.2 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.
- 3.1.3 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.
- 3.1.4 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 3.1.5 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

- 3.1.5-a Recognize organizational features of electronic information.

State Sub Standard 2

Appropriate mechanics and conventions are used to create simple texts.

Classroom Objectives

- 3.2.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - 3.2.1-a Print the 26 upper- and lowercase letters.
 - 3.2.1-b Use frequently occurring nouns and verbs.
 - 3.2.1-c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - 3.2.1-d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - 3.2.1-e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - 3.2.1-f Produce and expand complete sentences in shared language activities.
 - 3.2.1-g Use proper spacing between words.
 - 3.2.1-h Write left to right and top to bottom.
 - 3.2.1-i Use appropriate pencil grip.
- 3.2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - 3.2.2-a Capitalize the first word in a sentence and the pronoun.

- 3.2.2-b Recognize and name end punctuation.
- 3.2.2-c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- 3.2.2-d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- 3.2.3 Write irregular high frequency words.*
- 3.2.4 Spell words with short vowels.*
- 3.2.5 Organize speaking and writing.*
- 3.2.6 Choose vocabulary that communicates their messages clearly and precisely.*
- 3.2.7 Revise and edit speech and writing.*

State Standard 4

Research and Reasoning

State Sub Standard 1

A variety of locations must be explored to find information that answers questions of interest.

Classroom Objectives

- 4.1.1 Dictate questions that arise during instruction.
- 4.1.2 Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.

State Sub Standard 2

Identify purpose, information, question an issue.

Classroom Objectives

- 4.2.1 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
 - 4.2.1-a Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?).
 - 4.2.1-b Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve.
 - 4.2.1-c Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).
- 4.2.2 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 4.2.3 Use parts of a book to locate information.

State Sub Standard 3

Quality of thinking depends on the quality of questions.

Classroom Objectives

- 4.3.1 Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.
- 4.3.2 State, elaborate, and exemplify the concept of fair-mindedness.