

SPEED S.E.J.A #802

Reading Curriculum
Kindergarten Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities/Materials	Assessment/Evidence of Mastery
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STATE GOAL 1: Read with understanding and fluency.

STANDARDS A: Apply word analysis and vocabulary skills to comprehend selections.

BENCHMARKS

- 1.A.Ka: Understand that pictures and symbols have meaning and that print carries a message.
- 2.A.Kb: Demonstrate understanding concepts about books i.e. front and back, turning pages, knowing where story starts, and viewing page on left before page on right.
- 3. A.Kc: Demonstrate understanding of concepts about print (i.e., words, letters, spacing, between words, and left to right).
- 4.A.Kd: Demonstrate phonological awareness (i.e., rhymes and alliterations)
- 5.A.Ke: Demonstrate phonological awareness (i.e. rhymes and alliterations).
- 6.A.Kf: Demonstrate alphabet knowledge (i.e., recognizes letters and their most common sounds).
- 7.A.Kg: Read one syllable and high frequency words

<p>Retell a story pointing to words in a book.</p> <p>Understand that printed materials provide information.</p> <p>Identify the front cover, back cover and title page of a book.</p> <p>Know the difference between picture and text by pointing to either upon request.</p> <p>Identify where a story begins by pointing to appropriate text.</p> <p>View a page on the left side of a book before proceeding to the right.</p> <p>Listen to audiotape or orally presented story and follow along by turning the pages at the appropriate time.</p>	<p>Daily oral reading/rereading of stories.</p> <p>Sequencing activity</p> <p>Create books relevant to theme and experiences.</p> <p>Use environmental print and labeling as a teaching tool.</p> <p>Teacher models use during story, library, and circle time</p> <p>Teacher demonstrates left to right reading by pointing to words during shared reading.</p> <p>Teacher works with student using computer generated stories that highlight each word as it is read.</p>	<p>Work sample</p> <p>Anecdotal records</p> <p>Daily observation, monitoring ability to locate classroom materials, etc.</p> <p>Brigance Developmental Skills Inventory</p> <p>HELP</p> <p>Ask student to identify information/answer questions. Teacher observes response.</p> <p>Photo documentation/student portfolio</p> <p>Teacher observation/sound recording</p> <p>Teacher observation</p> <p>Work sample</p>
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<p>Follow words from left to right and from top to bottom on the printed page.</p> <p>Recognize that sentences in print are made up of separate words.</p> <p>Distinguish letters from words.</p> <p>Say rhyming words in response to an oral prompt.</p> <p>Recognize a series of words that have the same beginning sound.</p> <p>Blend sounds orally to form words</p> <p>Segment words heard orally into separate sounds</p> <p>Orally manipulate phonemes in words by omitting, adding, and substituting sounds to form new words (e.g., man, can, and than)</p> <p>Recognize and name all capital and lowercase letters of the alphabet</p> <p>Blend consonant-vowel-consonant sounds aloud to make words</p> <p>Read high frequency words by sight</p>	<p>Teacher can copy pages from books and students can cut apart words and letters to sequence words and stories.</p> <p>Rhyme time activities</p> <p>Read simple poems, sing songs, use cloze method, word families, and word walls.</p> <p>Clapping syllables in words</p> <p>Letter people "Me Bag" filled with objects that begin with featured letter</p> <p>Use pictures, nursery rhymes and shared writing activities</p> <p>Practice reciting the letters in student's first and last name</p> <p>Use the word wall for letter/sound recognition</p> <p>Writing/reading morning message</p> <p>Use the letter people activities to introduce upper and lowercase letters and their letter sounds</p> <p>Flashcards</p> <p>shared reading activities</p> <p>Teacher-made games; teach word families.</p>	<p>Informal assessment such as flashcards</p> <p>Teacher generated checklists</p> <p>Formal and informal assessment, teacher observation, work sample</p>

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**Learner Outcomes
(Skills/Concepts)**

Suggested Activities/Materials

Assessment/Evidence of Mastery

experiential stories, shared writing

Blackline masters

Dolch Word list

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Learner Outcomes (Skills/Concepts)	Suggested Activities	Assessment/Evidence of Mastery
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STATE GOAL 1: Read with fluency and understanding
STANDARDS B: Apply reading strategies to improve understanding and fluency.
BENCHMARKS: 1.B.Ka: Make predictions based on cover, title, and pictures.
2.B.Kb: Connect text to prior experiences and knowledge.
3.B.Kc: Engage in shared/independent reading of familiar predictable text.

<p>Use pictures and text to make predictions about what will happen next.</p> <p>Relate text to personal experiences</p> <p>Participate in reading of familiar text</p> <p>Read a familiar text independently</p>	<p>Teacher-Model-making predictions by looking at what is seen in pictures.</p> <p>Guided practice and independent work</p> <p>Orally share or draw pictures of personal experiences which relate to the story</p> <p>"Show and Tell" activities</p> <p>Relate text to personal experiences by verbalizing, drawing and other forms of expression</p> <p>Share a familiar text such as common nursery rhymes or fairy tales with songs or rhythmic dialog</p>	<p>Teacher observation</p> <p>Photo documentation</p> <p>Work samples</p> <p>Anecdotal records</p>
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STATE GOAL 1: Read with understanding and fluency.
STANDARD C: Apply word analysis and vocabulary skills to comprehend selections.
BENCHMARKS: 1.C.Ka Retell information from a story.
 1.C.Kb Respond to simple questions about reading
 1.C.Kc Compare/contrast a variety of literary works.
 1.C.Ke Demonstrate understanding of literal meaning of stories by making comments.

<p>Dramatize, retell, or dictate what has been learned.</p> <p>Respond appropriately to questions about the text.</p> <p>Compare and contrast a variety of literary works (e.g., fiction and non-fiction stories, poetry, and nursery rhymes).</p> <p>Recognize the style of various authors/illustrators.</p> <p>Describe the similarities and differences among multiple versions of the same story.</p> <p>Identify the use of different text forms, such as magazines, notes, lists, letters, and storybooks.</p>	<p>Put on a play/performance with props and costumes related to the story.</p> <p>Sequence pictures to tell what order things happened in the story.</p> <p>Use a voice output device (i.e. Big Mac) to choose between two choices to answer questions about the text.</p> <p>Use Board Maker pictures to choose between two choices to answer questions about the text.</p> <p>Compare/contrast with same and different for variety of literature.</p> <p>Compare/contrast author's works using same and different.</p> <p>Compare and contrast two versions of the same story.</p> <p>Ask the student to look at pictures in a book and predict what will happen next.</p> <p>Use the "Weekly Reader" and other magazines in classroom activities.</p>	<p>Daily observation, work sample</p> <p>Brigance Developmental Skills Inventory</p> <p>Work sample of sequenced pictures from the story.</p> <p>Daily observation, monitoring ability to locate classroom materials, etc.</p> <p>Observation of the story presentation.</p> <p>Teacher observation of students imitating modeled reading/writing.</p> <p>Work sample of student's picture as an answer to question.</p> <p>Teacher observation of child's choice to answer question.</p> <p>Anecdotal Records</p>
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	<p>Model writing/reading of lists, letters, and notes I the classroom and throughout the school.</p> <p>Use storybook with different purposes, pleasure and/or gain information</p>	<p>HELP Assessment Tool</p> <p>DIBELS Assessment Tool</p> <p>Photo Documentation for student portfolio</p>

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**STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.
STANDARDS A: Understand how literary elements and techniques are used to convey meaning.**

BENCHMARKS: 1. A.K: Understand the structure of a story.

Discuss and draw pictures to portray characters, settings, and events in a story.	Use flannel board story figures, props (puppets, toys, real objects) to demonstrate elements of the story Shared reading (Big Book) and class discussion Use AT devices to tell story (step by step, communication switches) Sequence cards Drawings of story elements while working during in the literacy center	Teacher observation Student work sampling for portfolio
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Learner Outcomes (Skills/Concepts)	Suggested Activities/Materials	Assessment/Evidence of Mastery
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas. STANDARDS B: Read and Interpret a variety of literary works.</p> <p>BENCHMARKS: 1. B.Ka: Recognize narratives, informational texts and rhymes. 2. B.Kb: Show independent interest in knowledge about books and reading. 3.B.Kc: Comprehend and respond to fiction and non-fiction.</p>		
<p>Investigate picture books, nursery rhymes, fairy tales, poems, legends</p> <p>Take initiative to self select books.</p> <p>Distinguish between fiction and non-fiction.</p> <p>Discuss and draw pictures to portray characters, settings, and events in a story.</p>	<p>Shared reading and teacher demonstration</p> <p>Classroom library that includes a variety of forms for the students to select from during center exploration</p> <p>Choosing a book from a field of two: fiction and non-fiction, recording preference</p> <p>Use flannel board story figures, props puppets, appropriate props to demonstrate elements in a story</p> <p>Shared reading (Big Book) class discussion</p> <p>Sequence cards</p> <p>Drawing story elements as a cloze activity</p> <p>Daily story time readings of a variety of forms of literature</p> <p>Weekly visits to the media center for story time to participate in a variety of literary forms</p> <p>Provide independent reading time in the classroom</p>	<p>Teacher observation</p> <p>Photo documentation</p> <p>Anecdotal records</p> <p>Student work samples</p>

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- STATE GOAL 3: Write to communicate for a variety of purposes.**
STANDARD A: Use correct grammar, spelling, punctuation, capitalization, and structure.
- BENCHMARKS:**
1. 3.A.Ka Write upper and lowercase letters.
 2. 3.A.Kb Write words based on how they sound, using initial consonants and some ending sounds.
 3. 3.A.Kc Begin to write simple sentences.

<p>Write first and last name using correct upper and lowercase letters.</p> <p>Use developmental spelling to construct words.</p> <p>Use developmental spelling to construct sentences of three or more words.</p> <p>Experiment with basic components of writing (e.g., capital letters, punctuation, and directionality).</p>	<p>"Sign-in" upon arrival in classroom Message board for reminders</p> <p>Daily good morning message</p> <p>Exchange of personal notes and ideas</p> <p>Set up a mailbox system that children can use to write and send notes to each other.</p> <p>Write name on written work, drawings, paintings</p> <p>Write on individual chalkboards and dry-erase boards, on a large easel.</p> <p>Set up a writing center with a variety of tablets, stationary, cards, writing instruments (colored pencils, scented markers, regular crayons and markers, etc.)</p> <p>Provide stamps and stamp pads, office materials, date stamp.</p>	<p>Anecdotal records</p> <p>Children's journals</p> <p>Portfolio that includes writing, child writes his/her name on artwork and written material</p> <p>HELP, Brigrance, Battelle, Work Sampling Checklist, Teacher Observation</p>
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Learner Outcomes
(Skills/Concepts)

Suggested Activities and Materials

Assessment/Evidence of Mastery

Include alphabet poster, name and word cards.

Use children's journals, inventive writing, message board for reminders, attendance sign-in sheet, provide literacy-related props to the dramatic play area for children to write lists, classmates names, notes, signs, menus, etc.

Provide writing materials to the block center for children to make signs.

Ask the child to write a caption under his/her drawing

Make posters for an upcoming event (an assembly, book sale).

Set up a writing center with a variety of tablets, stationary, cards, writing instruments (colored pencils, scented markers, regular crayons and markers, etc.), stamps and stamp pads, office materials, date stamp. Include alphabet poster, name and word cards.

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Learner Outcomes
(Skills/Concepts)

Suggested Activities and Materials

Assessment/Evidence of Mastery

Use journals, inventive writing as they spell important words, a child's message board for reminders, classroom newsletter, and write thank you notes to volunteers.

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Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
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STATE GOAL 3: Write to communicate for a variety of purposes.
STANDARD B: Compose well-organized and coherent writing for specific purposes and audiences.
BENCHMARKS: 3.B.K Represent stories through pictures, dictation, written words, and play.

<p>Use various approaches to write a story (e.g., pictures, scribbles, and letter approximations).</p> <p>Attempt to write text that is related to the picture.</p>	<p>Daily journaling-start by drawing a picture of their own interest and then dictate a story to an adult or to an older student.</p> <p>Write large group and individual experiential stories. Dramatize the children's stories; turn their stories into books for children to share with each other (e.g., an "All About Me" book).</p> <p>Write words children want to know how to write, e.g., mom, dad, etc. Provide writing boxes (vocabulary words paired with a picture) of family names, food words, color words, names of classmates and teachers, toys, school supplies, doctor office words, etc.</p> <p>Represent stories with stamps or stickers and dictates or attempts to write text related to the story.</p> <p>Ask child to write a caption under his/her drawing.</p>	<p>Save samples of stories for portfolio, child-dictated comments about drawings, constructions, etc.</p> <p>Photos of child writing with and without adult support.</p> <p>Battelle, Brigance, HELP, and Teacher Observation.</p> <p>The child is able to elaborate on a story when prompted with questions, participates and contributes to experiential stories.</p> <p>Anecdotal records, uses inventive spelling and correct spelling of some words when ready.</p> <p>The child asks how to spell a word.</p> <p>Child uses initial letter sound for words.</p>
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Learner Outcomes
(Skills/Concepts)

Suggested Activities and Materials

Assessment/Evidence of Mastery

STATE GOAL 3: Write to communicate for a variety of purposes.

STANDARD C: Communicate ideas in writing to accomplish a variety of purposes.

BENCHMARKS: 3.C.K Use drawing and writing to convey meaning and provide information.

Experiment with different forms of writing (e.g., lists, notes, stories, and letters).

Write a daily message with input from the students.

After reading a story and talking about it with the teacher, ask the children to draw a picture of a character or an event that happened in the story. Look for detail.

Ask the children to think of another way for the story to end and have them dictate, write, or draw their endings.

Draw or write in a daily journal using inventive spelling.

Make thank you, get well, and birthday cards for family members, classmates, and teachers. Make signs for dramatic play area.

Use inventive spelling and develop a "shopping list" of e.g. food to buy while playing in the housekeeping area.

Help develop a sight word vocabulary using a word wall, topic related word cards (e.g., classmates names, family

Anecdotal records

Children's journals

Portfolio entries that include writing samples

HELP

Brigance

Battelle

Work Sampling

Checklist

Teacher Observation

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Suggested Activities and Materials

Assessment/Evidence of Mastery

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names, school words, food words, places in the community, toys, etc.)

Have writing materials readily available (dry erase boards and markers, chalkboards and chalk, crayons, markers, light up pens, battery operated wiggle pens, etc.)

Dictate a story about a class trip.
Make marks that resemble letters.

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<p>STATE GOAL 4: Listen and speak effectively in a variety of situations. STANDARDS A: Listen effectively in informal and formal situations.</p> <p>BENCHMARKS: 1. A.Ka Listen attentively to stories read aloud. 2. AKb Follow 2-3 step directions accurately. 3. AKc Respond appropriately to information and ideas conveyed orally.</p>		
<p>Show interest in listening to and discussing storybooks.</p> <p>Ask and answer questions related to the story or topic.</p> <p>Complete a 2-3 step task based on oral instruction. Relate response to personal experiences.</p> <p>Make statements related to the discussion topic, as appropriate</p>	<p>Daily story time activities including shared reading and related class discussion</p> <p>Use of AT devices (communication switches) to respond to story/topic-related questions</p> <p>Weekly visits to the media center to listen to and participate in story time activities</p> <p>Class games where children must follow rules and directions to participate, for ex., Simon Says, Duck, Duck, Goose.</p> <p>Circle activities, such as, picture/name identification</p> <p>Snack time activities (following recipe directions, passing out supplies, cleaning up routines)</p> <p>Work time activities (following 2-3 sequence of steps to complete art project)</p> <p>During self-selected activity time, ask children about what they are doing without interrupting or interfering too much with their activities.</p>	<p>Teacher observation of appropriate responses to conversations</p> <p>Anecdotal records</p> <p>Child performs 2-3 action requests on a regular basis (logging chart)</p> <p>Anecdotal records</p> <p>Portfolio documentation</p> <p>Work sampling</p>

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Suggested Activities and Materials

Assessment/Evidence of Mastery

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Take advantage of opportunities to engage in conversation with the students, e.g., arrival, departure, meals/snacks, circle time, free play.

Show and Tell activities that may be theme-related

Provide AT communication devices for non-verbal students to respond by switch activation

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STATE GOAL 5: Use language arts to acquire, assess and communicate information.
STANDARDS A: Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.
BENCHMARKS: 5.A.K Seek answers to questions through active exploration.

<p>Begin to brainstorm to gather information.</p> <p>Discuss prior knowledge of topic.</p> <p>Use learning aids (KWL, webs, graphic organizers, and technology).</p>	<p>Use pictures as prompts to share information on an intended topic.</p> <p>Create a web with the students (verbally and visually, pictures and print).</p> <p>Computer programs to coincide with topics</p> <p>Programmed switches to reflect sounds relevant to the topic.</p> <p>Seek information from families (ex- vacation pictures)</p>	<p>Teacher observation (logging)</p> <p>Work samples</p> <p>Checklist</p> <p>HELP</p> <p>Brigance</p>
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Learner Outcomes (Skills/ Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
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STATE GOAL 5: Use language arts to acquire, assess, and communicate information.
STANDARDS B: Analyze and evaluate information acquired from various sources.

BENCHMARKS: 5. B.K Relate prior knowledge to new information.

Relate what is heard in books or classroom discussions to personal experiences.	Create social stories /books to correlate student experiences with ideas from a story. Use actual objects/manipulatives to coincide with objects in a story as learning tools-whenver possible. Use KWL strategy, family survey to gain information. Use technology, switches with repetitive lines, answers to questions previously programmed to go along with a story.	Teacher observation (logging) Work samples Recordings (verbal) Brigance and HELP Checklists
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Learner Outcomes
 (Skills/Concepts)

Suggested Activities and Materials

Assessment/Evidence of Mastery

STATE GOAL 5: Use the language arts to acquire, assess, and communicate information.
STANDARDS C: Apply acquired information concepts and ideas to communicate in a variety of formats.
BENCHMARKS: 5. C.K Use discussion, drawing, writing, or other means to communicate new information learned.

Communicate information through graphic aids or developmental writing.
 Maintain focus when communicating ideas.

Draw picture, have children guess what it is.
 Look at a picture from a book, have children replicate.
 Break vocabulary words into letters and sounds to allow for developmental spelling.
 Use graphing to compare and contrast information.
 Use technology (switches) with repetitive lines to remain on task, answer questions, maintain focus.

Teacher observation (logging)
 Checklist
 Work sample
 HELP
 Brigrance

Sequence pictures, sort pictures