

Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: Kindergarten

Grading Period: 1st & 2nd Six Weeks

Enduring Understanding: **READING** is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced.

Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21st Century Learning & Thinking Skills	
Readers understand basic concepts about how print and texts work	I can find: <ul style="list-style-type: none"> the front of book, the title, the title page, where to start reading 	Readers know that parts to books are put together in a special order.	◆									<u>Performance Assessments</u> <ul style="list-style-type: none"> Anecdotal notes (in small and whole group settings during interactive read-aloud and shared reading) Basal assessment CAPS-Marie Clay Conference notes CTOPP Dominie Dictation Task Dominie Dictation 	<u>LEARNING SKILLS OBJECTIVES</u> <u>Information & Communication Skills</u> PK-2.1.LS1 PK-2.1.LS2 PK-2.1.LS3 <u>Thinking & Reasoning Skills</u> PK-2.2.LS1 PK-2.2.LS2 PK-2.2.LS3 PK-2.2.LS4 <u>Personal and Workplace Skills</u> PK-2.3.LS1 PK-2.3.LS2
	I know to look at the words to read the story/book.	Readers know that the pictures help them think about what the page will say, but the reader has to read the words on the page to get the exact message.	◆						K.1.08 K.1.10	<ul style="list-style-type: none"> front title title page top bottom left right first last beginning end print 			
	I know that words on a page go : <ul style="list-style-type: none"> left to right from top-to-bottom from left page to right page I know to go back to the left when there is more than one line of print.	Readers understand that print has a set of rules for the order/direction in which words are read.		◆					K.1.08 K.1.09 K.1.10				
	I can show I understand position words (e.g. first/last, beginning/end, top, bottom).				◆				K.1.06 K.1.07				

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Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21st Century Learning & Thinking Skills
Readers distinguish letters by form and sound	I can find and tell how a set of letters are the same and/or different. (e.g. sticks, circles, capital /upper case, and lowercase) I can name 30 different letters.	Readers know that each letter has a special way it is written. Readers can tell one letter from another.	◆						K.1.05 K.1.07	<ul style="list-style-type: none"> • letter(s) • capital • upper case • lower case • same • different • sound(s) 	<ul style="list-style-type: none"> • Class Analysis Sheet • DRA-2 • Fayette County Concepts About Print (CAPS) • Fayette County CAPS Class Analysis Sheet • Fountas and Pinnell High Frequency Word List: The First 25 • Letter /Sound Identification Task • Odyssey • QPS • Running records • STAR Early 	PK-2.3.LS3 PK-2.3.LS4 PK-2.3.LS5 PK-2.3.LS6 <u>TECHNOLOGY TOOLS OBJECTIVES</u> <u>Information and Communication Skills</u> PK-2.1.TT1 PK-2.1.TT2 PK-2.1.TT3 PK-2.1.TT4 PK-2.1.TT7 <u>Thinking and Reasoning Skills</u> PK-2.2.TT1 PK-2.2.TT3 <u>Personal and Workplace Skills</u> PK-2.3.TT1 PK-2.3.TT2
	I can find and tell how a set of letters are the same and/or different. (e.g. sticks, circles, capital/upper case, and lowercase) I can name 40 different letters.		◆									
	I can match and name capital/upper case and lower case letters.	Readers know that each letter has a name and at least two ways it can be written.										
	I am learning to match letters with their sounds.	Readers know that each letter makes at least one sound.						◆				
Readers develop a core of known words	I can write my first name without a model.	Readers can learn a lot about letters and words using their names.	◆						K.1.05 K.2.01	<ul style="list-style-type: none"> • first • last • letter(s) • model 		
	I can write my first and last name without a model.		◆									

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Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21st Century Learning & Thinking Skills
	I am learning to find and tell how a set of words are the same and/or different. (e.g. number of letters, beginning letter, ending letter)	Readers know that each word has a special letter order. Readers can tell one word from another.							K.1.05 K.1.06	<ul style="list-style-type: none"> • left • right • first • last • beginning • end • same • different • order 	Literacy <ul style="list-style-type: none"> • “What’s Missing?” game with name puzzles <u>Product Assessments</u> <ul style="list-style-type: none"> • Class Name Sorts • Drawing /Writing in Response to Reading • Letter Sorts • Name Puzzles • Picture Sorts • Writing Samples 	PK-2.3.TT3 PK-2.3.TT5 PK-2.3.TT6 <u>Technology Resources</u> <ul style="list-style-type: none"> • Digital storytelling • Kidspiration • MS Paint • MS PowerPoint • MS Word • Odyssey • readwritethink.org (selected lessons) • Thinkfinity.org • Whiteboard • WVDE Teach 21 Strategy Bank
Readers distinguish how words sound the same or different	I am learning to hear when words rhyme.	Readers know when words have a rhyming part. They can use rhyming parts to learn new words.		◆					K.1.03 K.3.01	<ul style="list-style-type: none"> • rhyme 	Literacy <ul style="list-style-type: none"> • “What’s Missing?” game with name puzzles <u>Product Assessments</u> <ul style="list-style-type: none"> • Class Name Sorts • Drawing /Writing in Response to Reading • Letter Sorts • Name Puzzles • Picture Sorts • Writing Samples 	PK-2.3.TT3 PK-2.3.TT5 PK-2.3.TT6 <u>Technology Resources</u> <ul style="list-style-type: none"> • Digital storytelling • Kidspiration • MS Paint • MS PowerPoint • MS Word • Odyssey • readwritethink.org (selected lessons) • Thinkfinity.org • Whiteboard • WVDE Teach 21 Strategy Bank
	I am learning to recognize when words rhyme.	Readers know when words have a rhyming part. They can use rhyming parts to learn new words.		◆						<ul style="list-style-type: none"> • rhyme 		
	I can hear the number of beats in a word.	Readers know that words have different numbers of beats. The beats often connect to how long a word is.	◆						K.3.01	<ul style="list-style-type: none"> • beats • syllables 		
	I can sort pictures by the beginning consonant sounds.	Readers connect how they say words to how words sound. Knowing how words begin will eventually help them read and write words.			◆				K.1.01 K.1.04 K.1.07	<ul style="list-style-type: none"> • consonants • beginning • sort • connect • word 		
Readers are actively engaged in thinking and responding to	I am learning to talk about how things in a book are like things from my own life. (This reminds me of...)	Readers think of things they know to help them better understand what they read.	◆	◆					K.1.12	<ul style="list-style-type: none"> • connection • reminds 		

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Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21st Century Learning & Thinking Skills
<i>texts before, during, and after reading with teacher support.</i>	I am learning to look and talk about what is happening in the pictures in read-aloud and shared reading.	Readers use pictures to help them think about what is happening and what would make sense.							K.1.11 K.1.13 K.3.03	<ul style="list-style-type: none"> • pictures • illustration • make sense 		
	*I am learning to use what I know to understand texts and to think and talk about characters and their problems.	Readers use their background knowledge/schema to help them understand the texts they read.							K.1.11 K.1.12 K.3.01	<ul style="list-style-type: none"> • text(s) • characters • problems • solutions • schema • background knowledge 		
	*I am learning to talk about new and interesting information I learn about in reading and add it to my thinking. I can do this with help from my teacher.	Readers pay attention to when they learn something new and/or add to their thinking. They talk about this with other readers to deepen their understanding.							K.1.11 K.3.03	<ul style="list-style-type: none"> • new • interesting 		
	*I am learning to build a special set of words to talk about books: <i>author, illustrator, cover, wordless picture book, picture book, character, problem, events.</i>	Readers have a shared language they use to talk about books.							K.1.07 K.3.01	<ul style="list-style-type: none"> • author • illustrator • cover • wordless picture book • picture book • character • problem • solution • events 		

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Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21st Century Learning & Thinking Skills
	*I am learning to talk about the way books are organized with help from my teacher (e.g. beginning/end, ABC, days of the week, numbers).	Readers know that books have special ways they are organized/structured. This organization helps readers think ahead, recall, and talk about what they've read.							K.1.07 K.3.01 K.3.02	<ul style="list-style-type: none"> • organized /structured • beginning • end 		
	*I can use my time and tools in reading effectively.	Readers know how to organize their use of time and materials to support themselves in their work.										

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Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: Kindergarten

Grading Period: 3rd & 4th Six Weeks (level A & B)

Enduring Understanding: Reading is a message-getting, problem-solving activity that increases in power and flexibility the more it is practiced.

Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21st Century Learning & Thinking Skills		
<p><i>Readers understand basic concepts about how print and texts work</i></p> <p>(In the fourth six weeks, only need to assess students who did not make Am or D the third six weeks)</p>	I can tell the difference between letters and words.	Readers know that what we say can be written down using words and words are made of letters.			◆	◆			K.1.05 K.1.06 K.1.08 K.1.10	<ul style="list-style-type: none"> • letter • word • same • different • left • right • top • bottom • crisp pointing • careful pointing • too many • not enough • match • print • line of print 	<p><u>Performance Assessments</u></p> <ul style="list-style-type: none"> • Aim Lines • Anecdotal notes (in small and whole group settings during interactive read-aloud, shared, and guided reading) • Behaviors to Notice and Support Checklists • Conference notes • Dominic Dictation Task • Dominic Dictation Class Analysis Sheet 	<p><u>LEARNING SKILLS OBJECTIVE S</u></p> <p><u>Information & Communication Skills</u></p> PK-2.1.LS1 PK-2.1.LS2 PK-2.1.LS3		
	I can point to the words going left to right and top to bottom. I can point to the words and make it match what I say, even with more than one line of print on a page.	Readers can check on themselves by pointing carefully to the words as they read and match their voice to the number of words on the page.			◆	◆								<p><u>Thinking & Reasoning Skills</u></p> PK-2.2.LS1 PK-2.2.LS2 PK-2.2.LS3 PK-2.2.LS4
	I can find these things in books: <ul style="list-style-type: none"> • capital /upper case letters • periods 	Readers know there are features that help them know how to read a text.			◆	◆							<ul style="list-style-type: none"> • capital • upper case • letter • period • features 	<p><u>Personal and Workplace Skills</u></p> PK-2.3.LS1 PK-2.3.LS2 PK-2.3.LS3 PK-2.3.LS4 PK-2.3.LS5 PK-2.3.LS6
<p><i>Readers distinguish letters by form and sound</i></p>	I can tell the difference between capital/upper case and lower case letters.	Readers know there are various ways to write letters and that words can be written with both lower case and capital (upper							K.1.05	<ul style="list-style-type: none"> • difference • capital • upper case • lower case 				

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		case) letters.								• words	<ul style="list-style-type: none"> • Fayette County Concepts About Print (CAPS) • Fayette County CAPS Class Analysis Sheet 	<p><i>TECHNOLOGY TOOLS OBJECTIVE S</i></p> <p><i>Information and Communication Skills</i></p> <p>PK-2.1.TT1 PK-2.1.TT2 PK-2.1.TT3 PK-2.1.TT4 PK-2.1.TT7</p> <p><i>Thinking and Reasoning Skills</i></p> <p>PK-2.2.TT1 PK-2.2.TT3</p> <p><i>Personal and Workplace Skills</i></p> <p>PK-2.3.TT1 PK-2.3.TT2 PK-2.3.TT3 PK-2.3.TT5 PK-2.3.TT6</p> <p><i>Technology Resources</i></p> <ul style="list-style-type: none"> • Digital storytelling • Kidspiration • MS Paint • MS PowerPoint
	I can add to the number of letters I know.	Readers need to know the different letters to help them learn to recognize and read words.								letters	<ul style="list-style-type: none"> • Fayette County CAPS Class Analysis Sheet • CAPS-Marie Clay Letter/Sound Identification Task • Fountas and Pinnell High Frequency Word List: The First 25 • Running Records • “What’s Missing?” game for high frequency words 	
<i>Readers develop a core of known words</i>	I can write my first and last name neatly and independently.	Readers have words they can recognize quickly. These words help them read smoothly and learn new words.			◆	◆			K.1.05 K.1.06 K.2.01	<ul style="list-style-type: none"> • words • first • last • neatly • independently 	<ul style="list-style-type: none"> • Running Records • “What’s Missing?” game for high frequency words 	
	I can read about 15 words quickly.				◆							
	I can read about 25 words quickly.						◆					
<i>Readers distinguish how words sound the same or different</i>	When my teacher says a word slowly, I can listen for each sound and slide the sounds together to say the whole word. I can say words slowly and make each letter sound. (single-syllable words)	Readers can figure out words by saying them slowly and sliding the sounds together.							K.1.01 K.1.02 K.1.04 K.1.06	<ul style="list-style-type: none"> • “say it slowly” • letter sound • slide 	<ul style="list-style-type: none"> • Running Records • “What’s Missing?” game for high frequency words 	
	I can hear and break words into how they begin (onset) and the part of the word that comes after this (rime). (single syllable words)	Readers know words can be broken into parts. It’s easier for readers to figure out words by parts rather than letter by letter.					◆		K.1.03	<ul style="list-style-type: none"> • begin • rhyme • parts 	<ul style="list-style-type: none"> • Running Records • “What’s Missing?” game for high frequency words 	

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	I can hear whether or not words rhyme. (cat/mat - vs.- cat/cap; bite/night - vs.- bite/bike)	Readers know when words have a rhyming part. They can use the rhyme to learn new words.									• rhyme	<ul style="list-style-type: none"> • Dictation samples from guided reading groups • Letter Sorts • Name Puzzles • Picture Sorts • Writing Samples • Word Sorts 	<ul style="list-style-type: none"> • MS Word • Odyssey • readwritethink.org (selected lessons) • Thinkfinity.org • Whiteboard • WVDE Teach 21 Strategy Bank
	I can sort pictures by the ending consonant sound.	Readers connect how they say words to how words sound. Knowing how words begin and end helps them read and write words.			◆					K.1.01 K.1.04	<ul style="list-style-type: none"> • begin • first • end • last • sort • word(s) • consonant 		
	I can hear and tell how words begin and end.												
<i>Readers have various ways to check on themselves</i>	I am learning to check on myself by seeing if the number of words I say matches the number of words on the page. (one-to-one voice to print match)	Readers can check on themselves by pointing carefully to the words as they read and match their voice to the number of words on the page.					◆				<ul style="list-style-type: none"> • too many words • not enough • matches 		
	I can use words I know to check if I'm right while I read. (high frequency and/or high utility words)	Readers use words they know to help them check that they are reading what is on the page.					◆			K.1.06 K.1.07 K.1.08	• words		
	<p>I am learning to check on myself by asking if what I read makes sense and sounds right.</p> <p>I am learning to use letters I see to help me figure out words.</p> <p>I know that what I say needs to look like the word in the book.</p>	Readers use more than one thing to help them check on themselves. They ask if what they read makes sense, sounds right, and looks right.								K.1.10 K.1.13 K.1.14	<ul style="list-style-type: none"> • makes sense • sounds right • looks right 		
<i>Readers are actively engaged in thinking and</i>	I can read just-right books in a guided setting. (approximate level= A)	Readers know how to tell if a book is just right. Reading these kinds of books helps them become			◆					K.1.06 K.1.07 K.1.08 K.1.10	• just-right books		

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<i>responding to texts before, during, and after reading</i> <i>Readers search for and use information to help them make sense of a text</i>	I can read just-right books in a guided setting. (approximate level= B)	stronger readers across time. (just-right= 90-94% accuracy)				◆				K.1.13 K.1.14		
	I can retell a story with some help from my teacher.	Readers retell a story to help them check on their understanding.									• retell	
	I can use what I know to help me think and talk about what might happen (predict) in a story.	Readers use their background knowledge/schema to help them make predictions.			◆	◆					• background knowledge / schema • predict • predictions	
	I can tell how things in a book are like things from my life with <u>less help from my teacher</u> . (make connections, This reminds me of...)	Readers think of things they know to help them better understand what they read.			◆	◆					• reminds me of... • connect	
	I can look and talk about what is happening in the pictures in guided, shared, and read-aloud.	Readers use pictures to help them think about what is happening and what would make sense.									• makes sense • pictures • illustration • story walk	
	* I can tell what I think about a text and why, with help from my teacher.	Readers have different ways they think about and react to text. Readers can explain their thinking. Sharing these reactions helps everyone's thinking get bigger.									K.1.06 K.1.07 K.1.08 K.1.09 K.1.11 K.1.12 K.1.13 K.1.14 K.3.01 K.3.02 K.3.03	• react • reactions
	* I am learning to think and talk about how the same story (retold by several authors) is the same and different. I can do this with help from my teacher. (traditional/classic tales like <i>The Three Little Pigs, Red Riding Hood, etc.</i>)	Readers notice how stories are the same and different. This helps them make connections to themselves, others, and across texts.										• retold • same • different • connections • reminds me... • texts • traditional /classic tales

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	<p>* I am learning to show that I understand what a character is thinking or feeling by how I read what they say or think. I can do this with help from my teacher in read-aloud, shared, and guided reading.</p>	<p>Readers pay attention to what characters are thinking and feeling. This helps them understand what happens in the story and make inferences.</p>								<ul style="list-style-type: none"> • character(s) • infer • inferences 		
	<p>* I am learning to talk about and group books by the kind of text they are, with help from my teacher. (realistic/real life, fantasy, informational texts, etc.)</p>	<p>Readers know there are different kinds/genre of books. This helps them predict what they will read about and how it might be organized.</p>								<ul style="list-style-type: none"> • kinds/genre • group • predict • organized • realistic fiction (real life) • fantasy • informational 		
	<p>*I can talk about new and interesting information I learn about in reading and add it to my thinking.</p>	<p>Readers pay attention to when they learn something new and/or add to their thinking. They talk about this with other readers to deepen their understanding.</p>								<ul style="list-style-type: none"> • new • interesting 		
	<p>*I can build a special set of words to talk about books: <i>author, illustrator, cover, wordless picture book, picture book, character, problem, events</i>).</p>	<p>Readers have a shared language they use to talk about books.</p>								<ul style="list-style-type: none"> • author • illustrator • cover • wordless picture book • picture book • character • problem • solution • events 		
	<p>*I can talk about the way books are organized with help from my</p>	<p>Readers know that books have special ways they are organized/structured.</p>								<ul style="list-style-type: none"> • organized • structured 		

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	teacher (e.g. beginning/end, ABC, days of the week, numbers).	This organization helps readers think ahead, recall, and talk about what they've read.									• recall		
	*I can use my time and tools in reading effectively.	Readers know how to organize their use of time and materials to support themselves in their work.											
<i>Readers maintain fluency</i>	* I can notice how the layout of print can change the way I read it. I can notice these things with help from my teacher. (e.g., larger font, bold, italics, print layout that mimics the action)	Readers pay attention to different ways words can be written on a page. This helps them know how they should read it.							K.1.06 K.1.08 K.1.13		• layout of print font • bold • italics • notice		

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<p><i>Readers understand basic concepts about how print and texts work</i></p> <p>(Only need to assess students who did not make M or better by the third or fourth six weeks)</p>	I can use what I know about how print works to help me read just-right books.	<p>Readers know that parts to books are put together in a special order.</p> <p>Readers understand that print has a set of rules for the order/direction in which words are read.</p>							K.1.10	<ul style="list-style-type: none"> just-right order direction print 	<p><u>Performance Assessments</u></p> <ul style="list-style-type: none"> Aim Lines Anecdotal notes (in small and whole group settings during interactive read-aloud, shared, and guided reading) Behaviors to Notice and Support Checklists Conference notes Dominie Dictation Task Dominie Dictation Class Analysis Sheet Fayette County Concepts About Print (CAPS) Fayette 	<p><u>LEARNING SKILLS OBJECTIVES</u></p> <p><u>Information & Communication Skills</u></p> <p>PK-2.1.LS1 PK-2.1.LS2 PK-2.1.LS3</p> <p><u>Thinking & Reasoning Skills</u></p> <p>PK-2.2.LS1 PK-2.2.LS2 PK-2.2.LS3 PK-2.2.LS4</p>
	I can match pictures or words I say that have the same beginning or ending sounds.	Readers connect how they say words to how words sound. Knowing how words begin and end helps them read and write words.							K.1.04	<ul style="list-style-type: none"> match sort begin end 		
	I can figure out little words that have a short "a" or "o" in them. (CVC words)	Readers can figure out words by saying them slowly and sliding the sounds together.					◆	◆	K.1.04 K.1.06	<ul style="list-style-type: none"> consonant vowel short vowel say slowly slide sound CVC words 		
<p><i>Readers distinguish letters by form and sound</i></p>	I can name the capital/upper case and lower case letters. I can check myself on tricky letters like b/d and p/q.	Readers need to know the different letters and the sounds they make to help them learn to recognize and read words.					◆	◆	K.1.05	<ul style="list-style-type: none"> capital upper case lower case different sounds letters words 		
	(at least 48 of 54 capital/upper case and lower case letters,											<p><u>Personal and Workplace Skills</u></p> <p>PK-2.3.LS1 PK-2.3.LS2 PK-2.3.LS3 PK-2.3.LS4 PK-2.3.LS5 PK-2.3.LS6</p> <p><u>TECHNOLOGY TOOLS</u></p>

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	I can use letters I see (initial letters) to help me figure out words and check on myself. I know that what I say needs to look like the words in the book.	Readers know that reading has to look right. They can use what they know about letters to solve new words and check on themselves.								<ul style="list-style-type: none"> • first • beginning • letters • check • word 	<ul style="list-style-type: none"> • Puzzles • Picture Sorts • Writing Samples • Word Sorts 	<ul style="list-style-type: none"> • lessons) • Thinkfinity.org • Whiteboard • WVDE Teach 21 Strategy Bank
	I can check on myself as I read. If something isn't quite right, I can try things to fix it. I can look at the picture, use words I know, and look at how words begin to help me fix my reading.	Readers check on themselves as they read. If something isn't right, they go back and fix it. There are different ways they can problem-solve (figure out the tricky parts)					◆	◆	K.1.04 K.1.06 K.1.08 K.1.13	<ul style="list-style-type: none"> • check • make sense • sound right • look right 		
	I can look at how unknown words begin and end to think about (predict) a word that would make sense, sound right, and look right.	They ask themselves: <ul style="list-style-type: none"> • Does it make sense? • Does it sound right? • Does it look right? 					◆	◆				
<i>Readers are actively engaged in thinking and responding to texts before, during, and after reading</i>	I can read just-right books in a guided setting. (approximate level= B)	Readers know how to tell if a book is just right. Reading these kinds of books helps them become stronger readers across time.					◆		K.1.06 K.1.07 K.1.08 K.1.10 K.1.13 K.1.14	<ul style="list-style-type: none"> • just-right books 		
	I can read just-right books in a guided setting. (approximate level= C)	(just-right= 90-94% accuracy)						◆				
<i>Readers search for and use information to help them make sense of a text</i>	I can retell a story independently.	Readers retell a story to help them check on their understanding.					◆	◆	K.1.06 K.1.07 K.1.08 K.1.09 K.1.11 K.1.12 K.1.13 K.1.14	<ul style="list-style-type: none"> • retell • independently 		
	I can use what I know to help me think and talk about what might happen (predict) in a story.	Readers use their background knowledge/schema to help them make predictions.			◆	◆				<ul style="list-style-type: none"> • background knowledge / schema • predict • predictions 		

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	I can tell how things in a book are like things from my life. (make connections, This reminds me of...)	Readers think of things they know to help them better understand what they read.			◆	◆				K.3.01 K.3.02 K.3.03	<ul style="list-style-type: none"> reminds me of... connect 		
	I can look and talk about what is happening in the pictures in guided, shared and read-aloud.	Readers use pictures to help them think about what is happening and what would make sense.									<ul style="list-style-type: none"> makes sense pictures illustration story walk 		
	* I can tell what I think about a text and why, with less help from my teacher.	Readers have different ways they think about and react to text. Readers can explain their thinking. Sharing these reactions helps everyone's thinking get bigger.									<ul style="list-style-type: none"> react reactions 		
	* I can think and talk about how the same story retold by several authors is the same and different. I can do this with help from my teacher. (traditional tales like <i>The Three Little Pigs</i> , <i>Red Riding Hood</i> , etc.)	Readers notice how stories are the same and different. This helps them make connections to themselves, others, and across texts.									<ul style="list-style-type: none"> retold same different connections reminds me... texts traditional /classic tales 		
	* I can show that I understand what a character is thinking or feeling by how I read what they say or think. I can do this with help from my teacher in shared and guided reading.	Readers pay attention to what characters are thinking and feeling. This helps them understand what happens in the story and make inferences.									<ul style="list-style-type: none"> character(s) infer inferences 		
	* I can talk about and group books by the kind of text they are with help from my	Readers know there are different kinds/genre of books. This helps them predict what they will read									<ul style="list-style-type: none"> kinds/genre group predict organized 		

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	teacher. (realistic/real life, fantasy, informational texts, etc.)	about and how it might be organized.									<ul style="list-style-type: none"> • realistic fiction (real life) • fantasy • informational 		
	*I can talk about new and interesting information I learn about in reading and add it to my thinking.	Readers pay attention to when they learn something new and/or add to their thinking. They talk about this with other readers to deepen their understanding.									<ul style="list-style-type: none"> • new • interesting 		
	*I can build a special set of words to talk about books: <i>author, illustrator, cover, wordless picture book, picture book, character, problem, events</i>)	Readers have a shared language they use to talk about books.									<ul style="list-style-type: none"> • author • illustrator • cover • wordless picture book • picture book • character • problem • solution • events 		
	*I can talk about the way books are organized. (e.g. beginning/end, ABC, days of the week, numbers).	Readers know that books have special ways they are organized/structured. This organization helps readers think ahead, recall, and talk about what they've read.									<ul style="list-style-type: none"> • organized • structured • recall 		
	*I can use my time and tools in reading effectively.	Readers know how to organize their use of time and materials to support themselves in their work.											
<i>Readers maintain fluency</i>	* I can notice how the layout of print can change the way I read it. (e.g., larger font, bold, italics, print layout that mimics the action)	Readers pay attention to different ways words can be written on a page. This helps them know how they should read it.								K.1.06 K.1.08 K.1.13	<ul style="list-style-type: none"> • layout of print font • bold • italics • notice 		

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Reading Language Arts Curriculum Map

Grade Level: Kindergarten

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced

YEARLONG GOALS

GOAL	CSO
Chooses to engage in reading related activities	K.1.09 K.1.14
Connects oral language skills to print	K.1.01 K.1.04 K.1.08
Repeats words, phrases, and patterns from stories	K.1.07
Uses name in print to develop knowledge of letters and sounds	K.1.04 K.1.05 K.1.06
Responds to Read-Alouds	K.1.04 K.1.05 K.1.06

References/Resources:

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