



Diocese of Greensburg Curriculum
Reading K

Unit	Standards	Content	Skills
<p>Print Awareness/Concepts</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Kindergarten</p> <hr/> <p>Reading: Foundational Skills Print Concepts RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p>Print Concepts:</p> <ul style="list-style-type: none"> • read left to right, top to bottom • sentence structure • words in sentences • book handling skills • parts of a book, such as: front cover, title page, and back cover 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between words and letters. • Demonstrate proper book handling. • Identify the parts of a book. • Identify the title, author, and illustrator of a book.
<p>Sounds/Phonemic Awareness</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Kindergarten</p> <hr/> <p>Reading: Foundational Skills Phonological Awareness RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<ul style="list-style-type: none"> • Print Awareness • Alphabet awareness • Letter-Sound Recognition • Sounds: Initial, Middle, and Ending • Rhyming • Syllables 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Print awareness: <ul style="list-style-type: none"> -Differentiate between uppercase and lowercase letters • Alphabet Awareness: <ul style="list-style-type: none"> -Recognize the correct order of letters in the alphabet

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	<p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>Phonics and Word Recognition RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> • Letter-Sound Recognition: • -Identify consonant sounds, long, and short vowel sounds • -Articulate blends and digraphs • -Integrate blends and digraphs within words • Sounds: Initial, Middle, and Final • -Identify and create word families • -Blend and recognize CVC/CVCC/CVCE words • Rhyming: • -Recognize and produce rhyming words and word families • Syllables: • -Count, pronounce, blend, and segment syllables.

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<p>Comprehension/Literature</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Kindergarten</p> <hr/> <p>Reading: Literature</p> <p>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.</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>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.</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<ul style="list-style-type: none"> • Details • Conclusions • Sequence of events • Cause and effect • Authors purpose • Summarize • Infer/predict • Genre 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Discuss a character's action and choices in light of Catholic moral values. • Illustrate a scene from the story • Retell story using details • Identify character, setting, and plot • Identify main idea and key details • Identify the lesson or moral of the story • Visualize details the story • Make predictions based on events and information presented in the text and prior knowledge • Make inferences based on clues in the story • Make meaningful connections (text to text, text to self, and text to world) • Describe favorite part of the story • Identify cause and effect relationships within the story • Use context clues to determine the unknown words within the text • Define fiction and non-fiction • Compare and contrast fantasy and realistic texts • Gather information through questions

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	<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>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.</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure</p> <p>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.</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or</p>		

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	<p>stanza) relate to each other and the whole.</p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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).</p> <p>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.</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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.</p> <p>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).</p> <p>Range of Reading and Level of Text Complexity</p>		

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	<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>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.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>		

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	<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>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.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p>Fluency</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 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).</p> <p>Fluency RF.K.4. Read emergent-reader texts with purpose and understanding.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> • Fluency • Decodable words 	<p>The students will be able to;</p> <ul style="list-style-type: none"> • Recognize sight words • Recite with inflection and purpose • Apply decoding skills
<p>Speaking and Listening</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Kindergarten</p> <hr/> <p>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.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>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).</p>	<ul style="list-style-type: none"> • Conversations and peer discussions • Presentations and public speaking • Listening comprehension 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Follow agreed upon rules for group discussion. • Take turns speaking. • Speak audibly. • Convey emotion through facial expressions, actions, and gestures. • Raise hand and wait patiently to be called on. • Present a response or comment that correlates to the topic.

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	<p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating</p>		

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	<p>command of formal English when indicated or appropriate.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

