

KPBSD ELA CURRICULUM

KINDERGARTEN – READING STANDARDS FOUNDATIONAL SKILLS

Desired Results													
Cluster: Print Concepts													
<p style="text-align: center; margin: 0;">PRIORITY STANDARDS</p> <p>KRF. 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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 5px;">Transfer</th> </tr> <tr> <td colspan="2" style="padding: 5px;"> Students will be able to independently use their learning to... <ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding. </td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 5px;">Meaning</th> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center; margin: 0;">ENDURING UNDERSTANDINGS</p> Students will understand that... <ul style="list-style-type: none"> Words are comprised of letters. Readers use grammatical and mechanical conventions from writing to determine how a writer intended an audience to read the writing. </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center; margin: 0;">ESSENTIAL QUESTIONS</p> Students will keep considering... <ul style="list-style-type: none"> Why do we have upper and lowercase letters? How do you know when to use capital letters? Why do we use guide-lined paper? Do any letters begin on the bottom line? What letters begin on the top line, middle line, another place? </td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 5px;">Acquisition</th> </tr> <tr> <td style="padding: 5px;"> Students will know... <ul style="list-style-type: none"> How to track words on a page from left to right and top to bottom. How to read words in a book in the right order. How to write simple words using sounds they hear. How to understand that words they say can be written using letters in the right order. How to put spaces between words in their writing. How to identify and name all capital and lowercase letters. </td> <td style="padding: 5px;"> Students will be skilled at... <ul style="list-style-type: none"> Knowing that text is read from left to right, and top to bottom. Knowing that words are comprised of letters. Describing the purposes of capital and lowercase letters. </td> </tr> </table>	Transfer		Students will be able to independently use their learning to... <ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding. 		Meaning		<p style="text-align: center; margin: 0;">ENDURING UNDERSTANDINGS</p> Students will understand that... <ul style="list-style-type: none"> Words are comprised of letters. Readers use grammatical and mechanical conventions from writing to determine how a writer intended an audience to read the writing. 	<p style="text-align: center; margin: 0;">ESSENTIAL QUESTIONS</p> Students will keep considering... <ul style="list-style-type: none"> Why do we have upper and lowercase letters? How do you know when to use capital letters? Why do we use guide-lined paper? Do any letters begin on the bottom line? What letters begin on the top line, middle line, another place? 	Acquisition		Students will know... <ul style="list-style-type: none"> How to track words on a page from left to right and top to bottom. How to read words in a book in the right order. How to write simple words using sounds they hear. How to understand that words they say can be written using letters in the right order. How to put spaces between words in their writing. How to identify and name all capital and lowercase letters. 	Students will be skilled at... <ul style="list-style-type: none"> Knowing that text is read from left to right, and top to bottom. Knowing that words are comprised of letters. Describing the purposes of capital and lowercase letters.
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Evidence		
Evaluative Criteria	Assessment Evidence	
Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers	PERFORMANCE TASK(S): <ul style="list-style-type: none"> Running Records (R-CBM) Phonemic Awareness (PSF, LNF, LSF, NWF) Benchmark Assessments Raz Kids Houghton-Mifflin Journeys Weekly Comprehension Assessments Moby Max MAPS 	
Vocabulary		
Uppercase Lowercase Capital Direction Left Right	Top Bottom Page Print Word(s)	Sentence Space Word Between Separated
Cluster: Phonological Awareness		
PRIORITY STANDARDS KRF. 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 rhymes of single-syllable spoken words. d) Isolate and pronounce the initial, medial vowel, and final sounds	Transfer	
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding. 	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none"> Our English Language has consistent language patterns. 	ESSENTIAL QUESTIONS Students will keep considering... <ul style="list-style-type: none"> How can words be broken apart? How can sounds be put together as words? How can I produce new words? How does rhyming help me read? What is rhyme?

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<p>(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>	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • How to identify words that rhyme. • How to change the ending sounds of words to create rhyming words. • How to make predictions about unknown words in text using rhyming cues. • How to count how many syllables a word has. • How to blend syllables to sound out words. • How to take apart syllables of words. • How to name the beginning, middle, and end sounds of words. • How to create new words by substituting a single sound in a word. • How to read words using what they know about letters and sounds. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Isolating the sounds of a word. • Knowing that words are made of syllables. • Listening to the sounds in words to determine which letter sound is spoken. • Knowing that words that rhyme have the same final sounds. • Knowing that new words can be created by changing phonemes. • Knowing that words are read by blending letter sounds together.
Evidence		
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	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • Moby Max • MAPS <p>OTHER EVIDENCE:</p> <p>Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers</p>	

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Vocabulary		
Sound Ending Rhyme Same Different Substitute	Change Sound Beginning Middle Vowel	Identify Tell Hear Word End
Cluster: Phonics and Word Recognition		
<p style="text-align: center;">PRIORITY STANDARDS</p> <p>KRF. 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) 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.</p> <p>b) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c) Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	Transfer	
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding. 	
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	Acquisition	
Students will know... <ul style="list-style-type: none"> • How to say letter sounds, including hard and soft consonant sounds. • If a letter is a consonant or a vowel. • How to make one sound for every letter they see. • How to match long and short sounds for all vowels. • How to sound out (grade level) words using word decoding skills. 	Students will be skilled at... <ul style="list-style-type: none"> • Knowing that letters make sounds, some letters make more than one sound. • Knowing language has consonants and vowels. • Knowing that each letter in a text makes one sound at a time. • Knowing that vowels have long and short sounds. • Knowing that some words do not follow the common letter sound rules and must be 	

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|--|--|---|
| | <ul style="list-style-type: none"> • How to read common sight words and high frequency words. • How to read word families. • How to read and understand books at their level. | <p>memorized.</p> <ul style="list-style-type: none"> • Knowing that words can be grouped in families of similar sounds. • Knowing that combining sounds together helps readers read fluently. |
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Evidence

Evaluative Criteria	Assessment Evidence
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Vocabulary

Uppercase Lowercase Letters Matching Recognize Read Capital	Alphabet ABC's Consonant Vowel Count Beginning Middle	Ending Last Blend Segment Take apart Repeat
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Technology Skills

I can...

- Use the computer keyboard to: Log in/log off with own id and password, shutdown computer appropriately (quit applications).
- Open and use a computer program from the menu or icons.
- Use a computer mouse to: select, drag, drop, click, double click.
- Use and care for equipment in a respectful way.
- Use gestures to navigate a handheld device (swipe, click, zoom, open and close programs).
- Identify technology equipment: keyboard, monitor, mouse, mouse pad, headphones, computer, printer.
- Use and talk about the keyboard keys: Enter, Backspace, letter keys, number keys.
- Use pictures in a software program to sort objects and/or retell a story.
- Understand that the internet can be used for research and that email is used for communication.
- Follow technology use, sharing, and safety rules.
- Treat technology with respect.