

Reading Curriculum

Kindergarten

I. Reading Appreciation

The students will:

- Demonstrate a sense of identification and emotional involvement with a story.
- Use a variety of print resources to fulfill needs and interests.
- Engage in reading, listening, and writing activities.
- Share personal experiences and ideas through language arts activities.

II. Reading Readiness

A. Print Skills

The students will:

- Recognize that reading/writing goes from left to right, top to bottom.
- Recognize written words are separated by spaces.
- Recognize the difference between letters and words in print.
- Recognize that sentences in print are made up of separate words.
- When given several letters, (upper / lower case), identify the non-identical letter.
- Name a letter of the alphabet (upper / lower case) when shown.
- Identify letters of the alphabet when named by teacher. (upper / lower case)
- Identify the front cover, back cover, and title page of a book.
- Understand that printed materials provide information.
- Distinguish letters from words.

B. Alphabet Recognition

The students will:

- The students will identify upper and lower case letters of the alphabet in isolation and in order.

C. Phonemic Awareness

The students will:

- Recognize that letters stand for a sound.
- Count the number of words in a spoken sentence.
- Identify letters, words, and sentences.
- Recognize that words can rhyme.
- Say a rhyming word in response to a given word.
- Distinguish beginning, middle, and ending sounds in single syllable words (words with only one vowel sound).
- Listen and say the changes in spoken syllables and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
- Blend consonant-vowel-consonant (cvc) sounds aloud to make words.
- Listen to spoken sentences and recognize individual words in the sentence.
- Listen to words and recognize individual sounds in the words.
- Count the number of sounds in a syllable. Count the number of syllables in words.

III. Decoding

A. Phonics

The students will:

- Recognize and name the sounds of letters.
- Distinguish between two pronounced words.
- Identify beginning, middle, and ending sounds of words.
- Pronounce another word that begins with the same sound after listening to a spoken word.
- Select and /or state words that rhyme with a given word.
- Name rhyming words in familiar nursery rhymes.
- Read one-syllable and high-frequency words by sight.
- Use self-correcting strategies when reading simple sentences.
- Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
- Given a word family, create new words by changing initial consonants or blend substitutions.
- Differentiate between vowels and consonants.
- Recognize blends in a given word. (bl, cl, fl, gl,pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sl, sm, sn, sp, st, sw, dw, and tw).
- Recognize diagraphs when given a word. (ch, sh, wh, th, ph, gn, kn, ck, and wr)
- Identify vowel sounds in given words.
- Identify the long or short vowel sound of a word.

B. Word Recognition

The students will:

- Read their own names.
- Read grade level high frequency word lists.
- Exhibit an understanding of vocabulary used by the teacher or in a story.
- Elaborate on word meaning.

C. Word Analysis/ Structure

- These skills will be introduced in first grade.

IV. Vocabulary

A. Experiential Background

The students will:

- Describe common objects and events in general and specific, age appropriate language.
- Identify and classify words into categories.
- Elaborate on word meanings.

B. Vocabulary development

The students will:

- Identify common signs and symbols.
- Correctly use vocabulary specific to all content areas.

V. Comprehension strategies

The students will:

- Use picture clues and context to aid comprehension and to make predictions about story content.
- Connect the information and events in texts to life experiences.
- Retell familiar stories.
- Identify and summarize the main ideas and plot of a story.