



*Recommended Kindergarten Grade Curriculum Framework*

<b>Content: READING –Kindergarten</b>						
<b>Topic: Literary Reading (Weeks 15-22)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY’VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Content Connection</b> (How will you integrate OTHER CONTENT AREAS into LITERACY core content?)
<p><b>Literary Reading</b></p> <p><b>RD-E-1.0.6 (Begin to)</b> Explain the meaning of a passage taken from texts appropriate for elementary school students.</p> <p><b>RD-E-1.0.7 (Begin to)</b> Demonstrate knowledge of the characteristics of fiction, nonfiction, poetry and plays.</p> <p><b>RD-E-1.0.8 (Begin to)</b> Describe characters, plot and setting of a passage.</p>	<p><b>POS-ELA-P-R-5</b> Students will <b>begin to</b> choose and read a variety of materials to gain understanding of the world around them and of the nature of texts, including literary materials (e.g. plays, poetry, short stories, including memoirs).</p> <p><b>POS-ELA-P-R-24</b> Students will use pictures to tell stories</p> <p><b>POS-ELA-P-R-25</b> Students will retell familiar stories to demonstrate understanding of plot.</p>	<ul style="list-style-type: none"> <li>• Ongoing assessments -               <ul style="list-style-type: none"> <li>• Phonological Awareness Skills Test (PAST) or DIBELS</li> </ul> </li> <li>• Observation Survey</li> <li>• Anecdotal records</li> <li>• Observations</li> </ul>				

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<p><b>AH-E-3.1.31 (Begin to)</b> Identify and discuss the dramatic elements (plot or story line, beginning, middle, and end) in plays.</p> <p><b>AH-E-3.1.43 (Begin to)</b> Improvise to tell stories that show action and have a clear beginning, middle and end.</p> <p><b>AH-E-3.2.31 (Begin to)</b> Discuss the effects of time and place on dramatic works.</p> <p><b>RD-E-1.0.9 (Begin to)</b> Explain a character's actions based on a passage.</p> <p><b>RD-E-1.0.10 (Begin to)</b> Connect literature to students' lives and real world issues.</p>	<p><b>POS-ELA-P-R-26</b> Students will retell stories containing beginning, middle, and end, and important details.</p> <p><b>POS-AH-P-Dr-1</b> Students will experience dramatic works with attention given to the elements of drama.</p> <p><b>POS-AH-P-Dr-5</b> Students experience dramatic works from different cultures, periods, and styles.</p> <p><b>POS-ELA-P-R-1</b> Students will listen to a variety of genres (e.g., stories, poems, plays) to form an understanding of reading and make text-to-self, text-to-text, and text-to-world connections.</p>					

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<p><b>It is essential to refer to the attached skills pages, which address reading skills that are taught and applied across all types of reading. Instruction should be based on student's needs, as determined through ongoing assessments. These encompass all reading skills addressed in Core Content and Program of Studies.</b></p>	<p><b>POS-ELA-P-R-2</b> Students will develop concept of self as reader through using experience, memorization, pictures, and imagination to make meaning from reading materials.</p> <p><b>POS-ELA-P-R-17</b> Students will use prior experiences to help make sense of stories.</p> <p><b>AE-1.2</b> Students make sense of the variety of materials they read.</p> <p style="text-align: center;"><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Show interest by listening to and/or reading a multicultural variety of print materials</li> <li>• Exhibit fluency in reading</li> <li>• Choose print materials for personal interest both in and out of school.</li> <li>• Select and use appropriate print materials (e.g., informative) for a variety of purposes (e.g., pleasure and information).</li> <li>• Relate reading experiences to life situations.</li> </ul>					

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	<ul style="list-style-type: none"><li>• Use a variety of strategies (e.g., prior knowledge, predict, question, summarize) to construct meaning.</li><li>• Respond to reading through a variety of forms (e.g., conversation, art, media, writing).</li><li>• Demonstrate an understanding of print materials read in and out of school.</li></ul> <p><b>AE-2.24</b> Students appreciate creativity and the values of the arts and the humanities.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"><li>• Explore a variety of art forms in drama</li></ul>					