



*Recommended Kindergarten Grade Curriculum Framework*

| <b>Content: READING – Kindergarten</b>  |   |  |   |   |   |   |
|---|---|--|---|---|---|---|
| <b>Topic: Informational Reading (Weeks 24-28)</b>   |   |  |   |   |   |   |
| <b>Content</b><br>(What do your students need to KNOW?)   | <b>Demonstrators</b><br>(What do your students need to be able to DO?)  | <b>Assessment</b><br>(How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)                 | <b>Activities</b><br>(HOW will you teach it?) | <b>Resources</b><br>(What MATERIALS will you need?) | <b>Differentiation</b><br>(How will you reach the DIVERSITY of learners?) | <b>Content Connection</b><br>(How will you integrate OTHER CONTENT AREAS into LITERACY core content?) |
| <p><b>Informational Reading</b></p> <p><b>RD-E-2.0.6 (Begin to)</b><br/>Use text features (e.g., pictures, titles) to understand a passage.</p> <p><b>RD-E-2.0.7 (Begin to)</b><br/>Identify the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast.</p> | <p><b>POS-ELA-P-R-4</b> Students will read and understand fiction and nonfiction materials with text features such as picture and titles.</p> <p><b>POS-ELA-P-R-18</b> Students will <b>begin to</b> use pictures and illustrations in context to make sense of text.</p> <p><b>POS-ELA-P-R-38</b> Students will <b>begin to</b> use text structure to interpret print and nonprint (e.g., signs, electronic media) materials for authentic purposes.</p> <p><b>POS-ELA-P-R-35</b> Students will <b>begin to</b> understand basic story structure (beginning, middle, end).</p> | <ul style="list-style-type: none"> <li>• Ongoing assessments</li> <li>• Anecdotal records</li> <li>• Observations</li> </ul> |   |   |   |   |

**Content: READING – Kindergarten**

**Topic: Informational Reading (Weeks 24-28)**

| <p><b>Content</b><br/>(What do your students need to KNOW?)</p>   | <p><b>Demonstrators</b><br/>(What do your students need to be able to DO?)</p>   | <p><b>Assessment</b><br/>(How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p> | <p><b>Activities</b><br/>(HOW will you teach it?)</p> | <p><b>Resources</b><br/>(What MATERIALS will you need?)</p> | <p><b>Differentiation</b><br/>(How will you reach the DIVERSITY of learners?)</p> | <p><b>Content Connection</b><br/>(How will you integrate OTHER CONTENT AREAS into LITERACY core content?)</p> |
|---|--|--|---|---|---|---|
| <p><b>RD-E-2.0.8 (Begin to)</b><br/>Identify main ideas and details that support them.</p> <p><b>RD-E-2.0.9 (Begin to)</b><br/>Make predictions and draw conclusions based on what is read.</p> <p><b>RD-E-2.0.10</b> Connect the content of a passage to students' lives and/or real world issues.</p> | <p><b>POS-ELA-P-R-37</b> Students will <b>begin to</b> identify organizational patterns of transactive materials.</p> <p><b>POS-ELA-P-R-20</b> Students will <b>begin to</b> use predictions and confirming predictions to make sense of text.</p> <p><b>POS-ELA-P-R-2</b> Students will <b>begin to</b> 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-5</b> Students will <b>begin to</b> choose and read a variety of reading materials to gain understanding of the world around them and of the nature of texts, including transactive materials (e.g., letters, articles) making text-to-self, text-to-text, and text-to-world connections.</p> <p><b>POS-ELA-P-R-21</b> Students will <b>begin to</b> integrate prior knowledge and experiences with text to make predictions.</p> |  |   |   |   |   |

**Content: READING – Kindergarten**

**Topic: Informational Reading (Weeks 24-28)**

| <p><b>Content</b><br/>(What do your students need to KNOW?)</p>  | <p><b>Demonstrators</b><br/>(What do your students need to be able to DO?)</p>  | <p><b>Assessment</b><br/>(How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p> | <p><b>Activities</b><br/>(HOW will you teach it?)</p> | <p><b>Resources</b><br/>(What MATERIALS will you need?)</p> | <p><b>Differentiation</b><br/>(How will you reach the DIVERSITY of learners?)</p> | <p><b>Content Connection</b><br/>(How will you integrate OTHER CONTENT AREAS into LITERACY core content?)</p> |
|--|---|--|---|---|---|---|
| <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>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> <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> |  |   |   |   |   |