

**PENINSULA SCHOOL DISTRICT**  
**Reading Curriculum**  
**Kindergarten**



**1. The student understands and uses different skills and strategies to read**

	<b>A Peninsula Kindergarten Student Will: (from the GLEs)</b>	<b>Instructional Materials that Support Learning Objectives</b>	<b>Additional Resources</b>	<b>Assessment Strategies and Resources</b>
<b>1.1 Use word recognition skills and strategies to read and comprehend text</b>				
<b>1.1.1</b>	<b>Understand and apply concepts of print</b> <ul style="list-style-type: none"> <li>• Use directionality when listening to or following text</li> <li>• Identify front cover, back cover, and title of books</li> <li>• Recognize that print represents spoken language (e.g., environmental print and own name)</li> <li>• Recognize letters and spaces between words</li> </ul>			
<b>1.1.2</b>	<b>Understand and apply phonological awareness and phonemic awareness</b> <ul style="list-style-type: none"> <li>• Substitute auditorially one phoneme for another to make a new word (e.g., beginning and ending sounds; oddity tasks)</li> <li>• Discriminate auditorially one rhyme and identify rhyming words in response to an oral prompt</li> <li>• Manipulate and segment words orally by onset and rime</li> <li>• Segment and blend two and three phoneme words orally</li> </ul>	<b>Phono-Graphix</b>		

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<b>1.1 Use word recognition skills and strategies to read and comprehend text</b>				
<b>1.1.3</b>	<b>Apply understanding of oral language skills to develop reading skills</b> <ul style="list-style-type: none"> <li>Participate orally in discussions/interactions (e.g., contribute descriptions, explanations, and details) when listening to stories read aloud and/or during shared reading</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Units 1-7</li> </ul>		
<b>1.1.4</b>	<b>Apply understanding of phonics</b> <ul style="list-style-type: none"> <li>Identify letters of the alphabet</li> <li>Identify common consonant sounds and short vowel sounds</li> <li>Use common consonant sounds with short vowel sounds to decode three- and four-letter words</li> <li>Use knowledge of phonics to read unfamiliar words in isolation and in context</li> </ul>	<b>Words Their Way</b> <ul style="list-style-type: none"> <li>Word Sorts for Letter Names &amp; Alphabetic Spellers</li> </ul> <b>Phono-Graphix</b>  <b>IDS Classroom Library</b>		

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<b>1.2 Use vocabulary (word meaning) strategies to comprehend text</b>				
<b>1.2.1</b>	<b>Understand how to use resources to learn new word meanings</b> <ul style="list-style-type: none"> <li>• Use simple resources with teacher guidance (e.g., picture dictionaries)</li> </ul>			
<b>1.2.2</b>	<b>Apply vocabulary strategies in grade-level text</b> <ul style="list-style-type: none"> <li>• Use oral language structure, letters, and pictures to predict and confirm word meaning with teacher guidance</li> <li>• Use prior knowledge and context in read aloud and/or shared reading to predict meaning of unfamiliar words</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>• Units 1-7</li> <li>• Use sticky notes to identify words that may be hard for students</li> <li>• Vocabulary – specific vocabulary words are highlighted to help students gain meaning within the context of the text</li> </ul>		

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<b>1.3 Build vocabulary through wide reading</b>				
<b>1.3.1</b>	<b>Understand and apply new vocabulary</b> <ul style="list-style-type: none"> <li>Use oral vocabulary gained through listening to a variety of read alouds from informational/expository text, including text from a variety of cultures and communities</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Provide opportunities to build vocabulary through a wide variety of culturally diverse text</li> </ul>		
<b>1.3.2</b>	<b>Understand and apply content/academic vocabulary</b> <ul style="list-style-type: none"> <li>Use content/academic vocabulary during class discussions</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Throughout all units, students use content vocabulary in group discussions</li> </ul>		

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<b>1.4 Apply word recognition skills and strategies to read fluently</b>				
<b>1.4.1</b>	<b>Know common sight words appropriate to grade-level</b> <ul style="list-style-type: none"> <li>• Read selected sight words in isolation/lists</li> <li>• Recognize common sight words in text</li> </ul>			
<b>1.4.2</b>	*			
<b>1.4.3</b>	*			

*\*Not formally addressed at this grade level. Previous learnings to be reinforced. Page 5*

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**2. The student understands the meaning of what is read**

	<b>A Peninsula Kindergarten Student Will: (from the GLEs)</b>	<b>Instructional Materials that Support Learning Objectives</b>	<b>Additional Resources</b>	<b>Assessment Strategies and Resources</b>
<b>2.1 Demonstrate evidence of reading comprehension</b>				
<b>2.1.1</b>	<b>Understand how to ask questions about text</b> <ul style="list-style-type: none"> <li>Ask and answer questions before, during, and after read aloud and/or shared reading</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 5 – Exploring Fiction, Wondering &amp; Questioning</li> </ul>		
<b>2.1.2</b>	<b>Understand how to create mental imagery</b> <ul style="list-style-type: none"> <li>Compose visual images from what is read aloud and/or during shared reading (e.g., draw a picture to represent something that was read in a story)</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 4 – Visualizing (Students also informally use schema &amp; inference as they visualize)</li> </ul>		
<b>2.1.3</b>	<b>Understand that some parts of the text are more important than others</b> <ul style="list-style-type: none"> <li>Identify important parts of informational/expository text and literary/narrative text in a group discussion</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 2 – Making Connections (Students informally identify important ideas through shared reading)</li> </ul>		
<b>2.1.4</b>	<b>Understand how to use prior knowledge</b> <ul style="list-style-type: none"> <li>Make connections or identify similarities between self and text from a variety of cultures and communities after read alouds and/or shared reading</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 1 – The Reading Life</li> </ul>		

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<b>2.1 Demonstrate evidence of reading comprehension, <i>continued</i></b>				
<b>2.1.5</b>	<b>Understand how to infer/predict meaning</b> <ul style="list-style-type: none"> <li>• Use pictures and culturally relevant text read aloud and/or during shared reading to predict what will happen next; support predictions using information from the text</li> <li>• Make inferences orally before, during, and after hearing a story using prior knowledge, story structure, and prediction</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>• Unit 4 – Visualizing (Students informally use inference as they visualize)</li> </ul>		
<b>2.1.6</b>	*			
<b>2.1.7</b>	*			

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	<b>A Peninsula Kindergarten Student Will: (from the GLEs)</b>	<b>Instructional Materials that Support Learning Objectives</b>	<b>Additional Resources</b>	<b>Assessment Strategies and Resources</b>
<b>2.2 Understand and apply knowledge of text components to comprehend text</b>				
<b>2.2.1</b>	<b>Know story sequence</b> <ul style="list-style-type: none"> <li>Retell familiar stories using a beginning, middle, and end (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first)</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 3 - Retelling</li> </ul>		
<b>2.2.2</b>	<b>Understand features of printed text and electronic sources</b> <ul style="list-style-type: none"> <li>Identify page numbers and titles in text</li> <li>Identify and use icons</li> </ul>			
<b>2.2.3</b>	<b>Understand story elements</b> <ul style="list-style-type: none"> <li>Identify story elements of character, setting, and important events with teacher guidance</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 1 &amp; 3 (Retelling helps students make sense of a story &amp; is a foundation for understanding plot &amp; development)</li> </ul>		
<b>2.2.4</b>	*			

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<b>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text</b>				
<b>2.3.1</b>	<b>Understand similarities within and between informational/expository text and literary/narrative text</b> <ul style="list-style-type: none"> <li>• Identify similarities in characters and settings within and between culturally relevant literary/narrative texts read aloud and/or during shared reading</li> <li>• Identify common information about a topic within and between texts (e.g., all birds in the text build their nests on the ground)</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>• Unit 2 – Making Connections</li> <li>• Unit 6 – Exploring Nonfiction</li> </ul> (Makes connections between fiction & informational texts)		
<b>2.3.2</b>	<b>Understand concept of categories</b> <ul style="list-style-type: none"> <li>• Sort objects by various attributes such as color, size, and purpose</li> <li>• Orally sort words by various attributes (e.g., food, animals, colors, shapes)</li> </ul>	<b>Words Their Way</b> <ul style="list-style-type: none"> <li>• Letter and Picture Sorts for Emergent Spellers</li> <li>• Concepts of Sorting</li> </ul>		
<b>2.3.3</b>	*			
<b>2.3.4</b>	*			

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	<b>A Peninsula Kindergarten Student Will: (from the GLEs)</b>	<b>Instructional Materials that Support Learning Objectives</b>	<b>Additional Resources</b>	<b>Assessment Strategies and Resources</b>
<b>2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text</b>				
2.4.1	<b>Understand how to give personal responses and make connections to text</b> <ul style="list-style-type: none"> <li>• Generate a personal response or make connections to text based on a teacher prompt using information from a culturally relevant read aloud and/or shared reading</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>• The Reading Life</li> </ul>		
2.4.2	<b>Understand purposes of simple text</b> <ul style="list-style-type: none"> <li>• Identify the purpose of everyday printed materials (e.g., signs, labels, newspapers, story books, lists, etc.)</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>• “Units of Study for Primary Writing” (Book 1 – <u>Launching the Writing Workshop</u>)</li> </ul>		
2.4.3	*			
2.4.4	*			
2.4.5	*			
2.4.6	*			
2.4.7	*			

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**3. The student reads different materials for a variety of purposes**

	<b>A Peninsula Kindergarten Student Will: (from the GLEs)</b>	<b>Instructional Materials that Support Learning Objectives</b>	<b>Additional Resources</b>	<b>Assessment Strategies and Resources</b>
<b>3.1 Read to learn new information</b>				
3.1.1	<b>Understand that resources contain information needed to answer questions and solve problems</b> <ul style="list-style-type: none"> <li>Listen to and talk about information from a variety of types of informational/expository text</li> <li>Participate in whole-group discussions to generate questions and listen to informational/expository text for answers to those questions</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 6 – Exploring Nonfiction</li> <li>Unit 1 – The Reading Life</li> </ul>		
<b>3.2 Read to perform a task</b>				
3.2.1	<b>Understand that signs and labels convey information</b> <ul style="list-style-type: none"> <li>Explain the meaning of labels and environmental print</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>“Units of Study for Primary Writing” (Book 1 – <u>Launching the Writing Workshop</u>)</li> </ul>		
3.2.2	*			
<b>3.3 Read for Career Applications</b>				
3.3.1	*			

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<b>3.4 Read for literary/narrative experience in a variety of genres</b>				
<b>3.4.1</b>	<b>Understand different perspectives of family, friendship, culture, and traditions found in literature</b> <ul style="list-style-type: none"> <li>Listen to and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition and generate a personal response</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Throughout Units 1-7</li> </ul>		
<b>3.4.2</b>	<b>Understand traditional and contemporary literature written in a variety of genres</b> <ul style="list-style-type: none"> <li>Listen to and provide a personal response to literature including culturally relevant texts from a variety of genres by drawing, performing, and explaining</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 1 – <u>Whistle for Willie</u> (Traditional) - explaining</li> <li>Unit 4 – <u>Umbrellas</u> (Poem / Contemporary) - drawing</li> </ul>		
<b>3.4.3</b>	<b>Understand that literature represents different cultures and traditions</b> <ul style="list-style-type: none"> <li>Identify and discuss the culture and/or traditions represented in a story with teacher guidance</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>Throughout Unit 1</li> </ul>		
<b>3.4.4</b>	*			

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**4. The student sets goals and evaluates progress to improve reading**

	<b>A Peninsula Kindergarten Student Will: (from the GLEs)</b>	<b>Instructional Materials that Support Learning Objectives</b>	<b>Additional Resources</b>	<b>Assessment Strategies and Resources</b>
<b>4.1 Assess reading strengths and need for improvement</b>				
4.1.1	*			
4.1.2	*			
<b>4.2 Develop interests and share reading experiences</b>				
4.2.1	<b>Understand how readers choose books</b> <ul style="list-style-type: none"> <li>• Choose books and share with others with teacher guidance</li> </ul>	<b>Making Meaning</b> <ul style="list-style-type: none"> <li>• Unit 7 – Revisiting the Reading Life</li> </ul>		

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