

Highland Park Kindergarten Reading Curriculum

Standard Title: Informational Text

Course Information

Course: Kindergarten Reading

Length: 1 year - 90 minutes per day

Brief Basic Description: With prompting and support, kindergarten students will focus on asking and answering questions about key details in a text. Identify the main topic and retell key details of a text and describe the connection between two individuals, events, ideas, or pieces of information in a text. Students will be able to identify the front cover, back cover, and title page of a book. Students will be able to name the author and illustrator of a text and define the role of each. Students will describe the relationship between illustrations and the text and identify the reasons an author gives to support points in a text, with support. Finally, students will actively engage in group reading activities with purpose and understanding.

ESSENTIAL UNDERSTANDING:

Kindergarten literature curriculum is designed to:

With prompting and support:

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas or pieces of information in a text.
- Ask and answer questions about unknown words in a text.
- Describe the relationship between illustrations and illustrations and the text in which they appear in a text.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.
- Actively engage in group reading activities with purpose and understanding.

Course Objectives and Expectations:

EX:

- Ask and answer questions about a reading selection.
- Identify characters, settings, and major events in a story.
- Actively engage in group reading activities with purpose and understanding.
- Name the author and illustrator of a story, define the role of each
- Identify the front cover, back cover, and title page of a book.

Student Objectives-

EX:

- I can answer questions about text I know.
- I can tell you what the text is about.
- I can tell you how two things in the story are the same.
- I can ask about words I don't know.
- I can show you the front cover, back cover and title of a book.
- I can tell you what an author and an illustrator do in a text.
- I can use picture clues to understand the text.
- I can tell you why an author gives important information.
- I can tell you what is the same and different between two informational books I know.
- I can complete reading activities with my group.

Pacing:

These standards are practiced through all trimesters, with a goal that students will apply a greater depth of knowledge by the end of trimester three.

Informational Text

<u>Informational Text</u> <u>Trimester One</u> <u>Weeks 6-12</u>	<i>RI.K.1</i>	With prompting and support, ask and answer questions about key details in a text.
	<i>RI.K.2</i>	With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.
	<i>RI.K.3</i>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of

		information in a text and include texts by and about American Indians.
	<i>RI.K.4</i>	With prompting and support, ask and answer questions about unknown words in a text and recognize words and phrases with cultural significance to American Indians.
	<i>RI.K.5</i>	Identify the front cover, back cover, and title page of a book.
	<i>RI.K.6</i>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
	<i>RI.K.7</i>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	<i>RI.K.9</i>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian Stories.

<u>Informational Text</u> <u>Trimester Three</u> <u>Twelve Weeks</u>	<i>RI.K.8</i>	With prompting and support, identify the reasons an author gives to support points in a text.
	<i>RI.K.10</i>	Actively engage in group reading activities with purpose and understanding.

Timeline:

- Trimester 1 (12 weeks)
- Trimester 2 (12 weeks)
- Trimester 3 (12 weeks)

Montana Content Standards:

Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text and include texts by and about American Indians.

Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text and recognize words and phrases with cultural significance to American Indians.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories. Range of Reading and Level of Text Complexity

RI.K.10 Actively engage in group reading activities with purpose and understanding.

Resources:

- **Montana Content Standards**
- **Reading Street Reading Series**
- **Highland Park Kindergarten Reading Matrix**
- **Havre Public Schools K-5 Standards Based Report Card Parent Handbook**