

Highland Park Kindergarten Reading Curriculum

Standard Title: Literature

Course Information

Course: Kindergarten

Length: 1 year – 90 minutes per day

Brief Basic Description: Literature at the kindergarten level focuses on asking and answering questions about key details in a text. With prompting and support, retelling familiar stories, identifying characters, settings and major events in a story. Students will ask and answer questions about unknown words in a text and recognize common types of texts. With prompting and support students will name the author and illustrator of a story and define the role of each in telling the story. Students will be able to describe the relationship between illustrations and the story in which they appear, with prompting and support. Students will also compare and contrast the adventures and experiences of characters in familiar stories, with support. Finally, students will actively engage in group reading activities with purpose and understanding.

ESSENTIAL UNDERSTANDING:

Kindergarten literature curriculum is designed to:

- Ask and answer questions about key details in a text, with prompting and support.
- Retell familiar stories, including key details, with prompting and support.
- Identify characters, settings and major events in a story, with prompting and support.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- Name the author and illustrator of a story and define the role of each in telling the story, with prompting and support.
- Describe the relationship between illustrations and the story in which they appear.
- Compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support.
- Actively engage in group reading activities with purpose and understanding.

Course Objectives and Expectations:

- 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- “Students will or I can Statements”: Student objectives should be measurable

EX:

- I can answer questions about the important events in a story.
- I can retell the main ideas of stories.
- I can tell you the characters, setting and things that happened in the story.
- I can ask and answer about words I don’t know.
- I can tell you if it is a storybook, poem, or a song.
- I can tell you what the author and illustrator do in a story.
- I can use picture clues to understand the story.
- I can tell you what is the same and different between two stories I know.
- I can complete reading 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.

Literature

<u>Literature</u> <u>Trimester One</u> <u>Twelve Weeks</u>	<i>RL.K.1</i>	With prompting and support, ask and answer questions about key details in a text.
	<i>RL.K.2</i>	With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.
	<i>RL.K.3</i>	With prompting and support, identify characters, settings, and major events in a story.
	<i>RLK.7</i>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<i>Weeks 6-12</i>	<i>RL.K.5</i>	Recognize common types of texts (e.g., storybooks, poems).
	<i>RL.K.6</i>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

<u>Trimester Two</u> <u>Twelve Weeks</u>	<i>RL.K.10</i>	Actively engage in group reading activities with purpose and understanding.
<u>Trimester Three</u> <u>Twelve Weeks</u>	<i>RL.K.4</i>	Ask and answer questions about unknown words in a text.

	<i>RL.K.9</i>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.
--	----------------------	--

Timeline:

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

Montana Content Standards:

Key Ideas and Details

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

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8 (Not applicable to literature)

RL.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

RL.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**