

# Kindergarten Reading Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
KR1, KR2, KR5, KR7, KRF1a, KRF1e, KRF4, KSL1a, KSL1b	Developing Reading Routines	<p>Readers understand reading workshop procedures and value their time while caring for books.</p> <p>Kindergarteners read left-to-right, top-to bottom and page -by-page, knowing that words will make sense and will go with the pictures that tell a story in sequential order.</p> <p>Kindergarteners read and talk with partners, describing the relationship between illustrations and the story or text in which they appear (ex. What moment in a story an illustration depicts).</p>	Table-top bins of Look Books, and Concept Books, Anchor Charts	Observation, Conferring Checklists, Concepts About Print Assessment	18 Days

		Whole group mini-lesson, independent reading time, partner time, whole-group share, Read Aloud, Shared Reading,			
KR1, KR2, KR3, KR5, KR6, KR7, KRF1a, KRF1b, KRF1e, KRF4, KSL1a, KSL1b, KSL6	Practicing Storytelling with Emergent Storybooks	<p>Readers make meaning of their emergent storybooks by being aware of how illustrations represent what is happening in their stories.</p> <p>Readers work with partners to retell their emergent storybooks, including key details.</p> <p>Readers work with partners to closely read their emergent storybooks.</p> <p>Kindergarteners “read” with expression based on their understanding of characters within their emergent Storybooks.</p>	Table-top bins of Look Books, and Concept Books, Emergent Storybooks	Observation, Conferring Checklists, Sulzby’s Emergent Reading Behaviors and Categories	19 Days

		Whole group mini-lesson, independent reading time, partner time, whole-group share, Read Aloud, Shared Reading			
KR1, KR2, KR3, KR6, KR7, KR9, KRF1a, KRF1b, KRF4, KSL1a, KSL1b, KSL2, KSL6	Identifying and Understanding Story Elements in Fiction (Characters, Setting and Major Events)	<p>Readers recognize and understand who characters are within their stories.</p> <p>Readers understand where and when the setting is within their stories.</p> <p>Readers retell, including major events and make connections between their lives and the adventures of characters within their stories.</p> <p>Whole group mini-lesson, independent reading time, partner time, whole-group share,</p>	Mentor Texts Read Aloud Texts Emergent Readers Reading Texts Sulzby Books Emergent Storybooks	Observation, Conferring Checklists, Sulzby's Emergent Reading Behaviors and Categories	18 Days

		Read Alouds Shared Reading, Close Reading, Oral Rehearsal,			
KR1, KR3, KR5, KR7, KRF1a, KRF1b, KRF1c, KRF2a, KRF2b, KRF2c, KRF2d, KRF3a, KRF3b, KRF3c, KRF3d, KRF4, KSL1a, KSL6	Revisiting Songs, Poems, Nursery Rhymes and Favorite Big Books to Practice Print strategies and Fluent Reading	<p>Readers use what they know about how rhythm and words go together to “read” and/or sing their songs, poems, nursery rhymes and big books.</p> <p>Readers use their voices, faces and body gestures to read/sing/act out their songs, poems, nursery rhymes and big books carefully and with expression in storytelling reading partnerships/groups.</p> <p>Whole group mini-lesson, independent reading time, partner time, whole-group share,</p>	<p>Mentor Texts</p> <p>Read Aloud Texts</p> <p>Shared Close Reading Texts</p> <p>Sulzby Books</p> <p>Emergent Storybooks</p> <p>Just-Right books</p> <p>Look Books</p> <p>Songs, Poems, Nursery Rhymes, Big Books, anchor Charts</p>	Observation, Conferring Checklists, Sulzby’s Emergent Reading Behaviors and Categories	17 Days

		Read Alouds, Shared Reading, Close Reading, Oral Rehearsal,			
RF.K1, RF.K2, RF.K3, RF.K.4, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.10,	<b>We Are Readers</b>	<p>Bend I:          Launching with Learn-About-the-World Books</p> <p>Bend II: Reading Old Favorite Storybooks</p> <p>Whole group mini-lesson, independent reading time, partner time, whole-group share, Read Alouds, Shared Reading, Close Reading, Oral Rehearsal, Guided Reading,</p>	<p>UOS Teacher Manual - We Are Readers</p> <p>Heinemann Online Resources - Reading Familiar emergent storybooks          Old favorite storybook          Familiar informational text          Mentor Texts          Anchor Charts          Chart Paper          Pointers          Reading Mats          Book Bags          Leveled Readers          Environmental Print- (Labels)          Word walls          Post it notes</p>	<p>Observation, Conferring          Checklists, Running Records</p> <p>Concepts of Print</p>	25 Days

RF.K1, RF.K2, RF.K3, RF.K.4, RF.K. 7. RI.K.4, RI.K.5, RI.K.7, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.10,	<b>Super Powers</b>	<p>Bend I: Using Super Powers to Look and Point, and Then Read Everything</p> <p>Bend II: Taking on Even the Hardest Words</p> <p>Bend III: Bringing Books to Life</p> <p>Whole group mini-lesson, independent reading time, partner time, whole-group share, Read Alouds, Shared Reading, Close Reading, Oral Rehearsal, Guided Reading, Choral Read</p>	<p>UOS Teacher Manual - Super Powers</p> <p>Heinemann Online Resources - Reading Reading Mats Alphabet Charts Word wall Book Bags Leveled Readers Mentor Texts Anchor Charts Chart Paper Pointers White boards/dry erase markers Highlighting tape poems/charts/songs Big books</p>	Observation, Conferring Checklists, Running Records, Concepts of Print, Letter/Sounds Assessment	25 Days
RF.K1, RF.K2, RF.K3, RF.K.4, RI.K.1, RI.K.2, RI.K.3, RI.K.5, RI.K.7, RI.K. 9, RL.K.1, RL.K.2,	<b>Bigger Books, Bigger Reading Muscles</b>	<p>Bend I: Tackling More Challenging Books</p> <p>Bend II: Zooming in on Letters and Sounds</p>	<p>UOS Teacher Manual - Bigger Books, Bigger Reading Muscles</p> <p>Heinemann Online Resources -</p>	Observation, Conferring Checklists, Running Records, Letter/Sounds /Assessment  High Frequency Words/ Assessment	25 Days

<p>RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10,</p>		<p>Bend III: Graduation : Becoming Stronger Readers</p> <p>Whole group mini-lesson, independent reading time, partner time, whole-group share, Read Alouds, Shared Reading, Close Reading, Oral Rehearsal, Guided Reading,</p>	<p>Reading Leveled Readers Mentor Texts Anchor Charts Chart Paper Pointers Reading Bags Reading Mats Highlighting tape Alphabet Chart Alphabet books Blends/Digraphs charts White boards/dry erase markers Magnetic letters Poems Word wall Post- it notes</p>		
<p>RF.K1, RF.K2, RF.K3, RF.K.4, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K. 9, RI.K.10, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.10,</p>	<p><b>Becoming Avid Readers</b></p>	<p>Bend I: Becoming an Avid Reader</p> <p>Bend II: Learning From All-About Books</p> <p>Bend III: Falling in Love With Poetry</p> <p>Whole group mini-lesson,</p>	<p>UOS Teacher Manual - Becoming Avid Readers</p> <p>Heinemann Online Resources - Reading Leveled Readers Mentor Texts Anchor Charts Chart Paper Pointers Reading bags</p>	<p>Observation, Conferring Checklists, Running Records, Reader's Response</p>	<p>25 Days</p>

		independent reading time, partner time, whole-group share, Read Alouds, Shared Reading, Close Reading, Oral Rehearsal, Guided Reading,	Reading Mats		
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