

Schiller Park District 81 Curriculum Map
Kennedy School
Kindergarten Reading MAP
2009-2010

	Essential Question	Content	Skills	Assessment	Resources
Cycle 1	<p>Phonemic Awareness/Phonics How do letters and sounds make words?</p> <p>Comprehension How do readers apply reading strategies?</p> <p>Concepts of Print How do concepts about print help students become readers?</p> <p>Vocabulary How do readers use vocabulary to understand text?</p>	<p>Letters and sounds make words</p> <p>Connections</p> <p>Book handling</p> <p>Increase vocabulary</p>	<p><u>Phonemic awareness/Phonics</u> -Recognize upper and lower case letter, formation, and sound (A, F, L, and O). -Recognize sight words (I, a, is, my) and color words (red, blue, green, and yellow). -Write first name.</p> <p><u>Comprehension</u> -Take a picture walk to build vocabulary and make text to self connections</p> <p><u>Concepts of Print</u> -Understand parts of the book, directionality, one to one word matching -Understand title, author, illustrator</p> <p><u>Vocabulary</u> -Understand the words: connections, title, author, illustrator, uppercase and lowercase letter</p>	<p><u>Formal:</u> DRA (Fall)</p> <p><u>Informal:</u> Cycle Skill Checklist Teacher Observation Verbal responses Written responses</p>	<p>Houghton Mifflin Alpha Friends Michael Haggerty Phonemic Awareness McCracken Gretchen Courtney Leveled readers Big books Read alouds Theme binders</p>

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Cycle 2	<p>Phonemic Awareness/Phonics How do letters and sounds make words?</p> <p>Comprehension How do readers apply reading strategies?</p> <p>Concepts of Print How do concepts about print help students become readers?</p> <p>Vocabulary How do readers use vocabulary to understand text?</p>	<p>Letters and sounds make words</p> <p>Predictions and connections</p> <p>Book handling Parts of a sentence</p> <p>Increase vocabulary</p>	<p><u>Phonemic awareness/Phonics</u> -Identify letters and sounds (A, F, L, O, P, S, N, T), <i>sort by beginning sounds</i> -Recognize sight words (I, a, is, my, go, to, like, see) and color words (red, blue, yellow, green, orange, purple). -Exposed to rhyming with word families (-at, -an)</p> <p><u>Comprehension</u> -Take a picture walk to build vocabulary, <i>make predictions</i> and make text to self connections</p> <p><u>Concepts of Print</u> -Identify parts of the book, directionality, one to one word matching -Identify title, author, illustrator -Identify parts of a sentence (<i>uppercase letter, punctuation, and spaces</i>)</p> <p><u>Vocabulary</u> Cycle 1 vocabulary and understand the words: <i>Prediction, sight word (popcorn word), word, letter, sentence, period, exclamation point, and question mark</i></p>	<p><u>Formal:</u> Report card (T1)</p> <p><u>Informal:</u> Cycle Skill Checklist Darrel Morris (Nov.) Teacher Observation Verbal responses Written responses</p>	<p>Houghton Mifflin Alpha Friends Michael Haggerty Phonemic Awareness McCracken Gretchen Courtney Leveled readers Big books Read alouds Theme binders</p>
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Cycle 4	<p>Phonemic Awareness/Phonics How do letters and sounds make words?</p> <p>Comprehension How do readers apply reading strategies?</p> <p>Concepts of Print How do concepts about print help students become readers?</p> <p>Vocabulary How do readers use vocabulary to understand text?</p>	<p>Letters and sounds make words Word Families</p> <p>Predictions, connections, and imaging Literary Elements</p> <p>Book handling Parts of sentence</p> <p>Increase vocabulary</p>	<p><u>Phonemic awareness/Phonics</u> -Identify letters and sounds (A, F, L, O, P, S, N, T, G, R, C, W, M, I, B, H, V) sort by beginning sounds. -Recognize sight words(I, A is, my, go, to, like, see, the, and, up, we, at, in, play, can, have, will, an, on), and color words (red, blue, yellow, green, orange, purple, black, brown, pink, white) -Identify rhyming words (-at, -an families) -Identify -at and -an word family -Blend sounds to make words -Orally segment words into syllables</p> <p><u>Comprehension</u> -Take a picture walk to build vocabulary, make predictions and make text to self connections -Identify beginning, middle, and end of a story -Identify fiction and non fiction text -Create images from text</p> <p><u>Concepts of Print</u> -Identify parts of a sentence (uppercase letter, punctuation, spaces) -Track multiple lines of text</p> <p><u>Vocabulary</u> Cycle 1, 2, and 3 and understand the words: Fiction and nonfiction, imaging</p>	<p><u>Formal:</u></p> <p><u>Informal:</u> Cycle Skill Checklist Teacher Observation Verbal responses Written responses</p>	<p>Houghton Mifflin Alpha Friends Michael Haggerty Phonemic Awareness McCracken Gretchen Courtney Leveled readers Big books Read alouds Theme binders</p>

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Cycle 3	Phonemic Awareness/Phonics How do letters and sounds make words?	Letters and sounds make words Word Families	<u>Phonemic awareness/Phonics</u> -Identify letters and sounds A, F, L, O,P,S, N,T, G, R, C, W, M) sort by beginning sounds -Recognize sight words (I, A is, my, go, to, like, see, the, and, up, we, at, in), and color words (red, blue, yellow, green, orange, purple, black, brown). -Exposed to rhyming words families (-at, -an) -Identify -at word family -Blend sounds to make words -Orally segment words into syllables	<u>Formal:</u> <u>Informal:</u> Cycle Skill Checklist Teacher Observation Verbal responses Written responses	Houghton Mifflin Alpha Friends Michael Haggerty Phonemic Awareness McCracken Gretchen Courtney Leveled readers Big books Read alouds Theme binders
	Comprehension How do readers apply reading strategies?	Predictions and connections Literary Elements	<u>Comprehension</u> -Take a picture walk to build vocabulary, make predictions and make text to self connections -Identify beginning, middle, and end of a story		
	Concepts of Print How do concepts about print help students become readers?	Book handling Parts of sentence	<u>Concepts of Print</u> -Identify parts of a sentence (uppercase letter, punctuation, spaces)		
	Vocabulary How do readers use vocabulary to understand text?	Increase vocabulary	<u>Vocabulary</u> Cycle 1 and 2 vocabulary and understand the word: word family		

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Cycle 5	Phonemic Awareness/Phonics How do letters and sounds make words?	Letters and sounds make words Word Families Decoding words	<u>Phonemic awareness/Phonics</u> -Identify letters and sounds (A, F, L, O,P,S, N ,T, G, R, C, W, M, I, B, H, V,D, Q, U, J ,K, E,) sorting by beginning sounds and ending sounds -Recognizing sight words (I, A is, my, go, to, like, see, the, and, up, we, play can, you, with, she, he, it, day) and all color words. -Identify rhyming words (-at,-an,) Exposed to -it word family rhyming. -Identify -at, -an and -it word family -Blend sounds to make words -Orally segment words into syllables -Introduce CVC words -Introduce short vowels	<u>Formal:</u> Report card (T2) <u>Informal:</u> Cycle Skill Checklist Darrel Morris (March) Teacher Observation Verbal responses Written responses	Houghton Mifflin Alpha Friends Michael Haggerty Phonemic Awareness McCracken Gretchen Courtney Leveled readers Big books Read alouds Theme binders
	Comprehension How do readers apply reading strategies?	Predictions, connections, imaging, and questioning Literary Elements	<u>Comprehension</u> - a picture walk to build vocabulary, make predictions and making text to self connections -Beginning, middle, and end of a story -Identify fiction and nonfiction text -Create images from text -Asks questions when reading -Identify setting and main character of a story		
	Concepts of Print How do concepts about print help students become readers?	Book handling Parts of sentence	<u>Concepts of Print</u> -Identify parts of a sentence (uppercase letter, punctuation, spaces) -Track multiple lines of text		
	Vocabulary How do readers use vocabulary to understand text?	Increase vocabulary	<u>Vocabulary</u> Cycle 1, 2, 3 and 4 vocabulary and understands the words: setting and main character, vowels, consonants, question words		

	Phonemic Awareness/Phonics How do letters and sounds make words?	Letters and sounds make words Word Families Decoding words	<u>Phonemic Awareness/Phonics</u> -Identify letters and sounds, (A, F, L, O,P,S, N ,T, G, R, C, W, M, I, B, H, V, D, Q, U, J ,K, E ,X, Y, Z) sorting by beginning sounds, ending	<u>Formal:</u> Report card (T3) DRA (Spring)	Houghton Mifflin Alpha Friends Michael Haggerty
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