

**New Paltz Central School District
Reading
Kindergarten**

Time	Essential Questions/Content	Standards/Skills	Assessments
Ongoing	<p><u>Unit: Monitoring</u></p> <ul style="list-style-type: none"> • What are some good strategies to help me when I get to a tricky word in reading? • How do reading strategies help me as a reader? ----- • Demonstrate understanding of the organization and basic features of print • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Know and apply grade-level phonics and word analysis skills in decoding words. • Read emergent-reader texts with purpose and understanding. 	<ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper -and lowercase letters of the alphabet. • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight (e.g. <i>the, of, to, you, she, my, is, are, do, does</i>). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. • Ask and answer questions about unknown words in a text. 	<ul style="list-style-type: none"> • Anecdotal notes/teacher observation

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September - November	<p><u>Unit 1: using and Extending What You Know (Schema)</u></p> <ul style="list-style-type: none"> • What is schema? • How can I use my schema to make connections? • How does using my schema help me understand what I am reading? ----- • Launching the readers’ workshop • Establish routines • Demonstrate understanding of the organization and basic features of print 	<ul style="list-style-type: none"> • With prompting and support, make connections between self, text, and the world around them (text, media, social interaction). • With prompting and support, retell familiar stories, including key details. • Identify the front cover, back cover, and title page of a book. • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. 	<ul style="list-style-type: none"> • Reading conferences • Teacher observation
November - January	<p><u>Unit 2: Asking Questions</u></p> <ul style="list-style-type: none"> • What is questioning? • How do I use questioning when I am reading? • How does questioning help me understand what I am reading? ----- • Generating questions before, during, and after reading • Answering questions using the text • Reading books that have a pattern • Reading just right books 	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • Ask and answer questions about unknown words in a text. 	<ul style="list-style-type: none"> • Reading conferences • Teacher observation

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February - April	<p><u>Unit 3: Creating and Using Images</u></p> <ul style="list-style-type: none"> • What is visualization? • How do I use visualization when I am reading? • How does visualization help me understand what I am reading? ----- • Use the words heard or read in a text to create visual images • Use prior knowledge and the author’s words to create mental images • Use all senses to create mental images • Reading just right books 	<ul style="list-style-type: none"> • With prompting and support, identify characters, settings, and major events in a story. • Recognize common types of texts (e.g., storybooks, poems). • With prompting and support, 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 (e.g., what moment in a story an illustration depicts). • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> ○ With prompting and support, students will make cultural connections to text and self. • Actively engage in group reading activities with purpose and understanding. • Read emergent reader texts with purpose and understanding. 	<ul style="list-style-type: none"> • Reading conferences • Teacher observation
May - June	<p><u>Unit 4: Determining Importance: Reading Informational Books</u></p> <ul style="list-style-type: none"> • How can I read to learn more about a topic? • How do I find the important information on each page of a nonfiction text? • How can I share what I have learned? ----- • How to read, learn from, and teach others about informational 	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify the main topic and retell key details in a text. • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information from a text. • With prompting and support, ask and answer questions about unknown words in a text. • Identify the front cover, back cover, and title page of a book. • Name the author and illustrator of a text and define the role 	<ul style="list-style-type: none"> • Teacher observation/ reading conferences

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	texts. <ul style="list-style-type: none"> • The term “informational texts” includes nonfiction materials such as books, photographs, maps, diagrams and brochures. 	of each in presenting information in a text. <ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the text in which they appear. • With prompting and support, identify the reasons an author gives to support points in a text. • With prompting and support, identify basic similarities in and differences between two texts on the same topic. 	