

Reading for Literature

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources	Catholic Identity
	Key Ideas & Details				
What are the characters, problems, and events in a story? What can you learn from retelling or sharing what you've read?	K.RL.1	With prompting and support, ask and answer about key details in a text.	Alphabet Author Illustrator Beginning Middle End Ending Event Story Illustrations Read Retell Retelling Setting Title Text Idea Main Idea Character Problem First Second Third Next Last Song Poem Picture book Storybook Detail		Recognize religious words and/or symbols (e.g., Jesus, God, Amen, and cross as a symbol). Retell Bible stories. Connect Bible /religious stories to students' experiences.
	K.RL.2	With prompting and support, retell familiar stories, including key details. (sequence of events)			
	K.RL.3	With prompting and support, identify characters, settings, and major events in a story.			
	Craft and Structure				
What does an author/illustrator do? How do writers share different ideas?	K.RL.4	Ask and answer questions about unknown words in a text.			
	K.RL.5	Recognize common types of texts (e.g., storybook, poems, songs).			
How do pictures help tell a story? How are the parts of a story alike and different?	K.RL.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				
	K.RL.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).			
What do I like to read about? How am I like the character(s) in the book?	K.RL.8	Not applicable to literature at this level.			
	K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			
	Range of Reading and Level of Text Complexity				
How can books teach us about other ideas, places, people, and things?	K.RL.10	Actively engage in group reading activities with purpose and understanding.			
	K.RL.11	Read a variety of materials to learn more about God's world and the Catholic faith.			

Reading for Informational Text

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources	Catholic Identity
	Key Ideas & Details				
How do I get information?	K.RI.1	With prompting and support, ask and answer questions about key details of a text.			
Where is the front cover of the book?	K.RI.2	With prompting and support, identify the main topic and retell key details of a text.			
Where is the back cover of the book?	K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			
	Craft and Structure				
Where is the title page of the book?	K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.			
	K.RI.5	Identify the front cover, back cover, and title page of a book.			
Who writes the words in a book?	K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			
What do the pictures tell us?	Integration of Knowledge and Ideas				
What did I learn in this text?	K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place or idea in the text and illustration depicts).			
How can books teach us about other ideas, places, people, and things?	K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.			
	K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			
	Range of Reading and Level of Text Complexity				
	K.RI.10	Actively engage in group reading activities with purpose and understanding.			
	K.RI.11	Read a variety of materials to learn more about God’s world and the Catholic faith.			

Reading: Foundational Skills

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources	Catholic Identity
<p>How do letter patterns help to read words that are not part of a speaking vocabulary?</p> <p>How do letter sounds help to read unknown words?</p> <p>How do letter sounds help in spelling words?</p> <p>How can we use the sounds we know to write words?</p>	<p style="text-align: center;">Print Concepts</p> <p>Demonstrate understanding of the organization and basic features of print.</p>				
	K.RF.1a	Follow words from left to right, top to bottom, and page by page.			
	K.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.			
	K.RF.1c	Understand that words are separated by spaces in print.			
	K.RF.1d	Recognize and name all upper-case and lower-case letters of the alphabet.			
	<p style="text-align: center;">Phonological Awareness</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>				
	K.RF.2a	Recognize and produces rhyming words.			
	K.RF.2b	Count, pronounce, blend, and segment syllables spoken words.			
	K.RF.2c	Blend and segment onsets and rimes of single-syllable spoken words.			
	K.RF.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)			
	K.RF.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.			
	<p style="text-align: center;">Phonics & Word Recognition</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>				
	K.RF.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant			

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	K.RF.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		
	K.RF.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does, etc.).		
	K.RF.3d	Distinguish between the similarly spelled words by identifying the sounds of the letters that differ.		
	K.RF.3e			
	Fluency			
	Read with sufficient accuracy and fluency to support comprehension.			
	K.RF.4a	Read emergent-reader texts with purpose and understanding.		
	K.RF.4b	Read on-level text prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
	K.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Writing

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources	Catholic Identity
<p>How is writing important in life?</p> <p>What do I need to know about my topic before I write?</p> <p>Why is each step in the writing process important?</p> <p>What is the importance of sharing your writing?</p> <p>Why is writing important for effective communication?</p> <p>How does writing enable us to follow and live the principles of Catholic social teachings?</p>	Text Types and Purposes				<p>Illustrate and caption bible stories.</p> <p>Write thank you notes to those who support Catholic education: pastor, parents, parishioners, etc.</p> <p>Write simple prayers or petitions for use in the classroom, school, liturgies, and prayer services.</p>
	K.W.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).			
	K.W.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			
	K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			
	Production and Distribution of Writing				
	K.W.4	Begins in grade 2			
	K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			
	K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.			
	Research to Build and Present Knowledge				
	K.W.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
K.W.9	Draw /illustrate evidence form literary or informational texts to support analysis, reflection, and research.				

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Range of Writing	
K.W.10	(Begins in grade 1)
K.W.11	

Speaking and Listening

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources	Catholic Identity
	Comprehension and Collaboration				
How do you listen?	K.SL.1a	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.			<p>Listen with reverence during Mass and other prayer services.</p> <p>Pray with classmates during the school day.</p> <p>Participate in responses to prayers during liturgy.</p>
How do listening and speaking skills help us learn, play, communicate and participate fully in family, classroom, community, and parish life?	K.SL.1b	Follow agrees upon rules for discussions (e.g., listening to others and taking turn speaking about the topics and texts under discussion).			
	K.SL.1c	Continue a conversation through multiple exchanges.			
	K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			
In what ways are ideas communicated effectively?	K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
	Presentation of Knowledge and Ideas				
How do our words and body language help us to communicate properly?	K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			
	K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.			
How do verbal and nonverbal cues affect understanding?	K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.			

Language Mechanics

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources	Catholic Identity
	Conventions of Standard English			Handwriting Scope and Sequences K-8	
How will recognizing letters of the alphabet help me to begin to read and write?	K.L.1	Demonstrate natural use of the conventions of standard English grammar and usage when writing and speaking.			
	K.L.1a	Print many upper and lowercase letters. (See Handwriting Scope and Sequence for grades K-8)			
What is a noun?	K.L.1b	Use frequently occurring nouns, verbs, and adjectives.			
	K.L.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes).			
How are plurals made?	K.L.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how.)			
	K.L.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).			
	K.L.1f	Produce and expand complete sentences in shared language activities.			
When are capital letters used in a sentence?	K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	K.L.2a	Capitalize the first word in a sentence and the pronoun <i>I</i> .			
How are periods, question marks and exclamations used when writing?	K.L.2b	Recognize and name end punctuation.			
	K.L.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).			
	K.L.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			
	Knowledge of Language				
	K.L.3	(Begins in grade 1)			
Vocabulary and Acquisition Use					
	K.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .			

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	K.L.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).		
	K.L.4b	Introduce the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as clue to the meaning of an unknown word.		
	K.L.5	With guidance and support from adults, explore word relationships and nuances in word meanings.		
	K.L.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		
	K.L.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		
	K.L.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).		
	K.L.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.		
	K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		