

Lima Primary School Kindergarten

Reading: Year at a Glance

Theme	Topics	Approximate Weeks of Study
Reading Informational	<ul style="list-style-type: none"> Identify the front cover, back cover, and title page. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 	First Marking Period
Reading Foundational Skills	<ul style="list-style-type: none"> Understand the organization and basic features of print. 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. Demonstrate understanding of spoken words, syllables, and sounds. 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. 	First Marking Period
Reading for Literature	<ul style="list-style-type: none"> With support, identify characters, settings, and major events in a story. Recognize common types of texts (e.g., storybooks, poems). With support students will make cultural connections between text and self. 	First Marking Period
Language	<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities. With support, explore word relationships and nuances in word meanings. Use words and phrases to respond to text. 	First Marking Period
Reading: Informational	<ul style="list-style-type: none"> With support, ask and answer questions about key details in a text. With support, identify the main topic and retell key details of a text. With support, describe the connection between two individuals, events, ideas, or pieces of information in a text. With support, ask and answer questions about unknown words in a text. With support, describe the relationship between illustrations and the text. With support, identify the reasons an author gives to support points in a text. With support, identify basic similarities in and differences between two texts. Actively engage in group reading activities with purpose and understanding. 	Second Marking Period
Reading Foundational Skills	<ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. Apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Read common high-frequency words by sight. Distinguish between words by identifying the sounds of the letters that differ. Read emergent-reader texts with purpose and understanding. 	Second Marking Period
Reading for Literature	<ul style="list-style-type: none"> With support, ask and answer questions about key details in a text. With support, retell familiar stories, including key details. With support, describe the relationship between illustrations and the story. With support, compare and contrast the adventures and experiences of characters in familiar stories. With prompting and support, make connections between self, text and world. 	Second Marking Period
Language	<ul style="list-style-type: none"> Demonstrate use of the conventions of standard English grammar and usage. Print many upper- and lowercase letters. Understand and use question words (e.g., <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, <i>how</i>). Demonstrate use capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short vowel sounds. Spell simple words. 	Second Marking Period
Reading: Foundational	<ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds Add or substitute individual sounds in simple, one-syllable words. Associate the long and short sounds with common spellings. 	Third Marking Period
Language	<ul style="list-style-type: none"> Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/. Use the most frequently occurring prepositions (e.g., <i>to</i>, <i>from</i>, <i>in</i>, <i>out</i>, <i>on</i>) Determine or clarify the meaning of unknown words and phrases. Identify new meanings for familiar words and apply them accurately. Use inflections and affixes to define the meaning of an unknown word. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. 	Third Marking Period
	*Aligned to the Core Curriculum	