



Standards for Reading		
	Literature & Fiction	Informational & Nonfiction
Key Ideas & Details	With prompting and support, Kindergarten readers ask and answer questions about their reading. They retell stories and identify characters, settings, and important events in a story.	With prompting and support, Kindergarten readers ask and answer questions about key details in a text. They identify the main topic and retell key details. With prompting and support, kindergarten readers describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft & Structure	With prompting and support, Kindergarten readers ask and answer questions about unknown words in a text. They recognize common types of stories and characteristics of their structure. With prompting and support, Kindergarten readers explain that reading the cover or title page is how to find out who created a book. They can name and define author and illustrator	With prompting and support, Kindergarten readers ask and answer questions about unknown words. They identify the front and back covers and the title page of a book. Kindergarten readers can name the author and illustrator and define their roles.
Integration of Knowledge & Ideas	With prompting and support, Kindergarten readers describe the relationship between illustrations and the story in which they appear. They compare and contrast the adventures and experiences of characters in familiar stories.	With prompting and support, Kindergarten readers describe the relationship between texts and illustrations. They can identify reasons an author gives to support points in a text and can point out basic similarities and differences between two texts on the same topic.
Range of Reading & Text Complexity	Kindergarten readers actively engage in group reading activities with purpose and understanding.	Kindergarten readers actively engage in group reading activities with purpose and understanding.

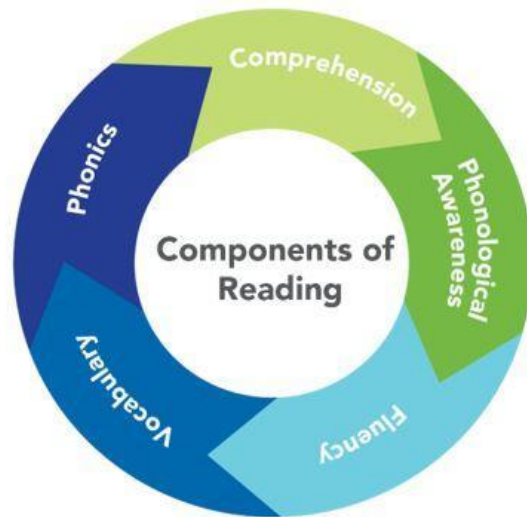
Foundational Literacy Skills	
Print Concepts	Kindergarten readers understand how books work. They demonstrate understanding of the basic features of print. These include the concepts of: words are represented by print on a page; words are read from left to right and top to bottom; words are separated by spaces. Kindergarteners can name all upper- and lower case letters.
Phonological Awareness	Kindergarten readers demonstrate understanding of phonemes. They can 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. They can isolate and pronounce the initial, medial vowel, and final sounds in three –phoneme words.
Phonics and Word Recognition	Kindergarten readers know and apply grade-level phonics and word analysis skills. They demonstrate basic knowledge of one-to-one letter-sound correspondence. They associate long and short vowel sounds with common spellings for the five major vowels. Kindergarteners read common high-frequency words and distinguish between similarly spelled words by identifying their differences.
Fluency	Kindergarteners read appropriate early, emergent reader texts with purpose and understanding.



Structures for Learning

During reading instructional time, students and teachers may be engaged in...

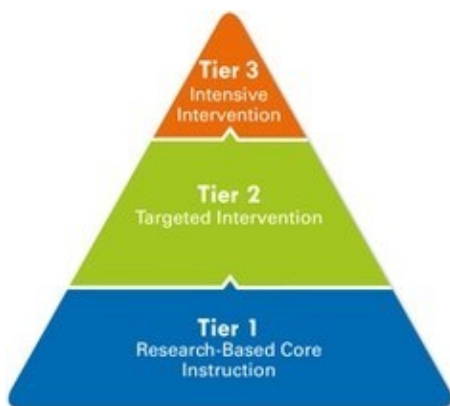
- Whole class direct & explicit instruction
- Small group direct & explicit instruction
- Flexible grouping
- Skill and Strategy Grouping
- Interactive read-aloud for oral language
- Shared and performance reading.
- Reader's Response writing
- Independent work, including centers/stations
- Partner reading & Independent reading
- Teacher or peer conferencing



Florida Center for Reading Research

A Multi-Tiered System of Support for Literacy (MTSS)

Pentucket's MTSS for Literacy is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.



Tier 1 Instruction is the general education curriculum that is delivered to all students. This instruction uses the structures for learning listed above using the district approved curriculum resources. Literacy Instruction for Kindergarten occurs in a 90 minute block with a combination of whole class and flexible small group instruction on the 5 Components of Reading.

Tier 2 and Tier 3 Instruction occurs in the 90 minutes of classroom time with focused flexible groups taught by the general education teachers, special education teachers, and Reading or Title I teachers but also may occur in additional time, beyond the 90 minutes in small group pull-out sessions. This instruction focuses on specific skills and needs that are behind and likely to hinder progress without focused intervention.

Benchmark assessments are given 3 times per year to help make decisions on which students need which type and level of intervention. Progress Monitoring data is regularly collected on students receiving interventions so school staff can measure its effectiveness and adjust as needed.

Pentucket Regional School District

Reading & Literacy Curriculum Guide

Grade K



PRSD Curriculum Tools and Resources

Grade K

Component of Reading	Tool or Resource	Methodology
Phonics	Fundations	<ul style="list-style-type: none">• Whole class explicit skill instruction.• Small group direct and explicit skill reteaching and guided practice• Independent and collaborative practice
Phonological Awareness	Heggerty Curriculum & Fundations	<ul style="list-style-type: none">• Whole class explicit skill instruction.• Small group direct and explicit skill reteaching and guided practice• Independent and collaborative practice
Vocabulary	Oral Language Work, Read Aloud District Created Units	<ul style="list-style-type: none">• Direct Oral Language instruction• Read Alouds• Independent and collaborative practice
Comprehension	District Created Units	<ul style="list-style-type: none">• Shared anchor text with whole class• Direct and explicit whole class instruction• Small group guided reading• Independent reading and partner reading• Listening Stations• Written response to reading
Fluency	Fundations & Decodable texts	<ul style="list-style-type: none">• Small Group direct instruction• Partner reading• Listening station• Repeated readings