

**Curriculum Map for Reading
Kindergarten**

September-October	November-December
Exploring Emergent Story Books and Shared Reading Texts	Exploring Book Levels A and B
<p>Readers use pictures to read stories.</p> <ul style="list-style-type: none"> • A story is told through pictures and words • Pictures tell us more about the words on a page. • Pictures help us make a movie in our mind. When we read, we match what we say to the words on the page. If the number of words we say doesn't match to the number of words on the page, we fix it up. • Readers take a book walk before they read. <p>Readers notice patterns in books.</p> <ul style="list-style-type: none"> • Sometimes books have patterns. They use a few of the same words over and over again. Noticing the pattern helps us to read. • Sometimes the last page of a book doesn't have a pattern. Keep your eyes wide open and think about the story when you try the last page. <p>Readers use strategies.</p> <ul style="list-style-type: none"> • Readers think about the story, study the picture AND look at the words to figure out a story. • Readers can choose one strategy before they read, e.g. knowing words in a snap, and think about using that strategy all through the book. • Sometimes the word we try doesn't sound right. We have to stop and go back. We try the word again. • Readers read words they know "in a snap." Look for words you know when you take your book walk. • Readers look at the first letter in a word and get their mouth ready. • Readers use rereading to help with words they don't know. • Readers read their books again and again. • Every time we read, our reading gets smoother. • Readers use their voices to match what is happening in the story. If the story is happy, our voice is happy. • Reading sounds like talking. <p>Our reading partner is our reading coach.</p> <ul style="list-style-type: none"> • Readers read to their friend so their friend can understand and feel the story. • Reading partners coach one another. 	<p>Readers use pictures to read stories.</p> <ul style="list-style-type: none"> • Readers look for the ways pictures "work" in books. • When pictures repeat, the words usually repeat too. • Sometimes the object in the picture changes. Sometime what the object is doing changes. (e.g. There is a duck on every page. On one page the duck is swimming. On the next page the duck is eating.) <p>Readers notice patterns in books.</p> <ul style="list-style-type: none"> • We can find the pattern in familiar books. Before we read them we think, "How does this book go?" • Patterns help us predict the words on the page. • Listen for the "sound" pattern in books. Sometimes the words repeat. Sometimes the words rhyme. Sometimes books have rhythm. <p>Readers practice strategies to figure out the tricky parts.</p> <ul style="list-style-type: none"> • Readers reread. You may go back two or three pages to help yourself get a "running start". Smooth reading helps hear the sound of the pattern. • Readers ask themselves questions: • <i>What's going on here?</i> • <i>What is on the page to help me figure this out?</i> • <i>Does looking at the picture AND the first letter of the word help me?</i> • <i>What word might sound right?</i> • <i>Does my "try" make sense?</i> • <i>Is this a little word? What little words do I know that might work?</i> • <i>Is this a big word? What big words do I know that might work?</i> <p>Our reading partner is our reading coach.</p> <ul style="list-style-type: none"> • Partners read the same page, one after another so it sounds like an echo.

January-February	March-April	May-June
<p>Benchmark Range A-B</p>	<p>Benchmark Level B-C</p>	<p>Benchmark Level C-D</p>
<p>Readers use pictures to read stories.</p> <ul style="list-style-type: none"> • Readers “warm up” before they read. • Sometimes you use a short warm up: The picture and title on the cover. • Sometimes you use a longer warm up: You look at all the pictures in the book and think about the story. <p>Readers practice strategies to figure out the tricky parts.</p> <ul style="list-style-type: none"> • Readers make sure what they are reading sounds right: <ul style="list-style-type: none"> ▪ <i>Did I leave a word out?</i> ▪ <i>Did I say the right words?</i> ▪ <i>Does it sound like I would talk?</i> ▪ <i>Does it sound like a story should go?</i> <p>Our reading partner is our reading coach.</p> <ul style="list-style-type: none"> • Partners help one another understand the stories they read. • Tell your partner about the books you are reading (the funny parts, the hard parts, the sad parts, etc.) Retell • Retell the “big parts” of the story to your partner. 	<p>Readers don’t give up when they run across something difficult. They try words more than once.</p> <ul style="list-style-type: none"> ▪ They try all the strategies they know. ▪ They think about the story: <ul style="list-style-type: none"> ▪ <i>Does this part sound like people talking?</i> ▪ <i>Is someone telling this part of the story?</i> ▪ <i>Do these words fit with the story?</i> <p>Readers make sure the books we read make sense.</p> <ul style="list-style-type: none"> ▪ Readers make sure the letters/world in the book match what we say. ▪ Readers reread with purpose. ▪ When readers finish a book, we retell the important parts to ourselves and reread the book for practice. <p>Our reading partner is our reading coach.</p> <ul style="list-style-type: none"> ○ We check each others’ retelling ○ We give our partner tips to help them figure out words ○ We remind our partner to reread the book ○ We listen and make sure the story is making sense. 	<p>Readers have strategies for getting to know a character.</p> <p>Readers set and work toward goals to build stamina and concentration.</p> <p>Books have different “tones” (i.e. the craft and structure of texts)</p>