

CCSU Comprehensive Curriculum for Reading Literacy

Grade Level Pre-K/K

Reading Skills and Strategies (GEs 1-8; Power Standards 1 and 2; Power Indicators 1a, 1b, 1c, 1d, 2a, 2b)

Fluency and Accuracy (GE 9; Power Standard 3; Power Indicators 3a)

Literary Texts (GEs 10-11 and 13-15; Power Standard 4; Power Indicators 4a, 4b, 4c, 4d)

Informational Texts (GEs 12 and 16; Power Standard 5; Power Indicators 5a, 5b, 5c)

Reading Habits (GEs 17-19; Power Standard 6; Power Indicators 6a, 6b)

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Grade Level Pre-K/K: Reading Skills and Strategies

CCSU Power Standards:

Power Standard #1: Students read grade appropriate print/text. (Aligns with Vermont Standard: 1.2)

Power Standard #2: Students use vocabulary and reading strategies to unlock meaning. (Aligns with Vermont Standard: 1.1)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	<p>RK: 1 Applies phonological knowledge and skills by...</p> <ul style="list-style-type: none"> Recognizing pairs of rhyming words and producing rhymes Blending and segmenting syllables and onset-rimes (e.g., “cup-cake,” “s-at”) Isolating phonemes in single-syllable words (e.g., “tell me the first sound in ‘mop’ ”; “tell me the last sound in ‘mop,’” “tell me the middle sound in ‘mop’”) 	<p>Phonological Awareness Phonics</p>	<p>Blend and segment onset and rime. (1b)</p> <p>Isolate phonemes in single syllable words. (1c)</p>
1.1, 1.2	<p>RK: 2 Demonstrates understanding of concepts of print during shared or individual reading by...</p> <ul style="list-style-type: none"> Distinguishing between printed letters and words Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to-right and top-to-bottom directionality Identifying the first and last parts of a word (beginning/end of the word) Identifying key parts of a book: front and back, print, illustrations 	<p>Concepts of Print Phonics</p>	<p>Distinguish between printed letters and words. (2a)</p>

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<p>1.1, 1.2</p>	<p>RK: 3 Applies word identification and decoding skills and strategies (leading to automaticity) by...</p> <ul style="list-style-type: none"> • Reading approximately 20 high-frequency words, including names, environmental print, sight words (as appropriate to the child’s personal and classroom experiences) • Recognizing and naming all upper and lowercase letters • Identifying the primary sounds represented by most letters (sound-symbol correspondence) • Demonstrating a basic understanding of how the letters of phonetically regular words, going from left to right, represent their sounds 	<p>Word Identification Skills and Strategies Phonics</p>	<p>Read 20 high frequency words. (1a)</p> <p>Name upper/lower case letters and their sounds. (1d)</p>
<p>1.1, 1.2</p>	<p>RK: 4 Applies context and self-correction strategies by...</p> <ul style="list-style-type: none"> • Noticing when simple sentences fail to make sense (while listening to a read-aloud or reading a simple text) • Using pictures, syntax, or repetitive language patterns to help predict upcoming words 	<p>Context and Self-Correction Strategies</p>	
<p>1.1, 1.2</p>	<p>RK: 5 Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., activating prior knowledge, using context clues, or asking questions during read-alouds) 	<p>Vocabulary Strategies</p>	<p>Use strategies to unlock meaning (e.g. activating prior knowledge, using context clues, asking questions during read-aloud). (2b)</p>
<p>1.1, 1.2</p>	<p>RK: 6 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> • Identifying synonyms and antonyms (e.g., “big/large”; “hot/cold”) to connect new words to known words • Organizing words by category (e.g., sorting pictures or objects into groups) • Demonstrating knowledge of basic concepts (i.e., common words that describe position in space and time, such as “over,” “between,” “after,” “behind”) 	<p>Breadth of Vocabulary</p>	

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<p>1.1, 1.2</p>	<p>RK: 7 Uses comprehension strategies (flexibly and as needed) while listening to literary and informational text. EXAMPLES of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> • using prior knowledge; • predicting and making simple text-based inferences; • generating clarifying questions; • constructing sensory images (e.g., making pictures in one’s mind); or • making connections (text to self, text to text, and text to world) 	<p><i>Comprehension Strategies</i> Comprehension</p>	
<p>1.1, 1.2</p>	<p>RK: 8 Demonstrates ability to monitor comprehension and adjust strategy use for different types of text and purposes during read-alouds by...</p> <ul style="list-style-type: none"> • Recognizing problems with understanding and asking questions as needed 	<p><i>Monitoring and Adjusting strategies</i></p>	

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Grade Level Pre-K/K: Fluency and Accuracy

CCSU Power Standards:

Power Standard #3: Students read grade level text with fluency and accuracy. (Aligns with Vermont Standard: 1.2)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.2	RK: 9 No GLE at this grade level	<i>Accuracy and Fluency</i>	Read material appropriate for end of kindergarten with 90% accuracy. (3a)

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Grade Level Pre-K/K: Literary Texts

CCSU Power Standards:

Power Standard #4: Students understand, interpret, and analyze literary text. (Aligns with Vermont Standards: 1.3, 5.11, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1	RK: 10 Demonstrate initial understanding of elements of literary texts read aloud by... <ul style="list-style-type: none"> Identifying characters in a story Responding to simple questions about a book's content (e.g., "What did that hungry caterpillar eat?") 	Initial Understanding of Literary Text Comprehension	Retell short narrative stories. (4a) Identify characters in stories. (4b) Respond to literal questions about the story. (4c)
1.1	RK: 11 No GLE at this grade level	Initial Understanding of Literary Text Comprehension	
1.3, 5.13, 5.11	RK: 13 Analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate by... <ul style="list-style-type: none"> Making predictions about what might happen next Identifying physical characteristics or personality traits of main characters 	Analysis and Interpretation of Literary Text/Citing Evidence	Predict and make simple text-based inferences. (4d)
1.3, 5.13, 5.11	RK: 14 Analyze and interpret author's craft (citing evidence where appropriate) by... <ul style="list-style-type: none"> No GLE at this grade level 	Analysis and Interpretation of Literary Text/Citing Evidence	

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1.3, 5.13, 5.11	RK: 15 Generates a personal response to what is read aloud through a variety of means by... <ul style="list-style-type: none">• Comparing stories or other texts to personal experience, prior knowledge, or other books	<i>Analysis and Interpretation of Literary Text/Citing Evidence</i>	
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Grade Level Pre-K/K: Informational Texts

CCSU Power Standards:

Power Standard #5: Students understand, interpret, and analyze informational text. (Aligns with Vermont Standards: 1.3, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.13	<p>RK: 12 Demonstrate initial understanding of informational texts read-aloud (expository and practical texts) by...</p> <ul style="list-style-type: none"> Obtaining information, using text features such as title and illustrations (e.g., “From the picture on the cover, what do we think this book will tell us?”) Using explicitly stated information to answer questions EXAMPLE: “So, what did we learn about what owls eat?” 	<p><i>Initial Understanding of Informational Text Comprehension</i></p>	<p>Apply facts from explicit text to dramatic play, drawing, and/or discussion. (5a)</p> <p>Gather information from text features (title, illustrations). (5b)</p> <p>Answer questions using explicitly stated information. (5c)</p>
1.3, 5.13	<p>RK: 16 Analyze and interpret informational text read-aloud, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> Telling what was learned Making basic inferences or drawing basic conclusions EXAMPLE: “From what we just read, do you think it is important to eat vegetables? Why?” 	<p><i>Analysis and Interpretation of Informational Text/ Citing Evidence</i></p>	

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Grade Level Pre-K/K: Reading Habits

CCSU Power Standards:

Power Standard #6: Students participate as members of a literate community, talking about books, ideas, and writing. (Aligns with Vermont Standards: 1.4, 5.12)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.4	<p>RK: 17 Demonstrates the habit of reading extensively* by...</p> <ul style="list-style-type: none"> • Listening to at least one or two books read aloud every day • “Rereading” or “reading-along”—alone, with a partner or an adult—two familiar books, charts, or poems every day <p><i>* Materials should be at the student’s instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.</i></p>	Reading Extensively	
1.4	<p>RK: 18 Demonstrates the habit of reading widely and in depth by...</p> <ul style="list-style-type: none"> • Reading from or listening to at least three different genres/kinds of text and a variety of authors (e.g., literary texts: poetry/nursery rhymes, fairy tales, fantasy, realistic fiction; informational: content trade books, children’s magazines; and practical/functional texts: lists, signs, labels) 	Reading Widely and In Depth	

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1.4, 5.12	<p>RK: 19 Demonstrates participation in a literate community by...</p> <ul style="list-style-type: none"> • Self-selecting reading materials in line with personal interests • Participating in appropriate discussions about text by offering comments related to the text or topic 	<p><i>Literate Community</i></p>	<p>Choose “just right” books (at appropriate level and interest). (6a)</p> <p>Participate in discussions about books during read-aloud, and guided and independent reading (related to the text/topic). (6b)</p>
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