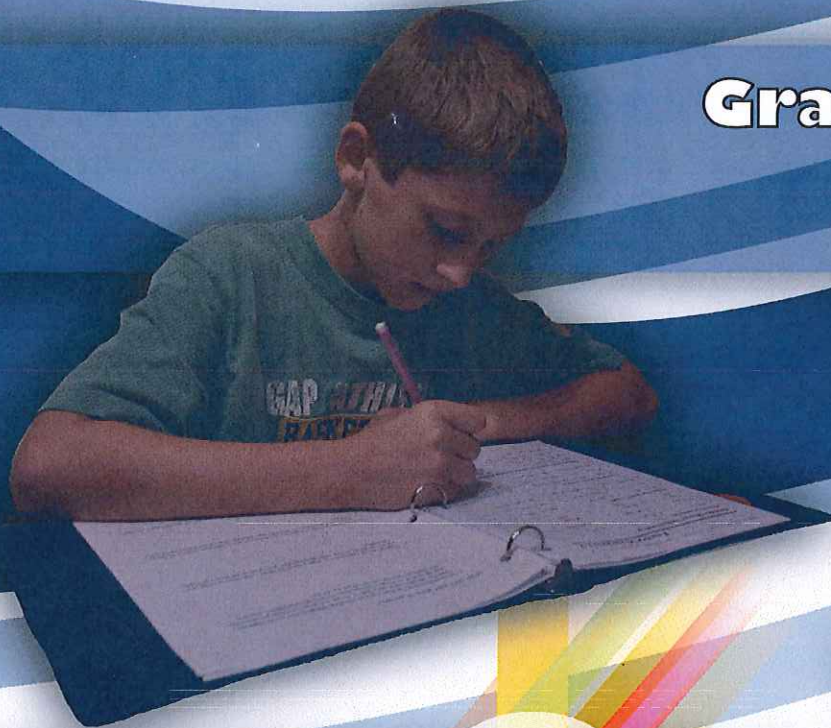


GRADED COURSE OF STUDY FOR

READING ENGLISH LANGUAGE ARTS

**Grades Pre-K -5
2013**



**CATHOLIC
SCHOOLS**

The Archdiocese of Cincinnati



Archdiocese of Cincinnati

Reading/English Language Arts

Graded Course of Study

Aligned with Common Core Standards

Infused with Catholic Identity Initiatives

Pre K – 5th Grade

2013

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Spring, 2013

Dear Catholic School Educators,

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Victor Hugo once stated: "To learn to read is to light a fire; every syllable that is spelled out is a spark." There are few greater gifts than those of reading and writing. As educators, we offer these gifts to our students, and empower them to fully understand and express the world around them. Indeed, as a faith built upon the written word, we know that reading and writing is essential to our own religious development, and embracing the call of Christ to holy living.

In this spirit, it is my pleasure to present to you the 2013 Archdiocesan Graded Course of Study (GCS) for Reading, English, and Language Arts in Grades P-5. Like last year's math standards, the GCS has been aligned with the National Common Core Curriculum standards. We have also incorporated an optional Curriculum Map that can be used as a resource in designing instructional units and individual lessons. A list of suggested textbooks and other resources is likewise included.

Perhaps most critically, the GCS has been fully infused with our Catholic identity. Throughout the standards, you will find frequent references to the teachings of the Catholic faith, and how our faith can be closely integrated into our Reading, English, and Language Arts Instruction. As indicated in "Lighting the Way: A Vision for Catholic Schools", our schools must live and breathe our faith; we must strive to include faith teaching in all subjects, no matter the population we serve. The GCS is designed to assist you in this effort.

I am deeply appreciative of the efforts of Dr. Carole Roberts, Director of Curriculum and Assessment, and the GCS Review Committee, for their efforts on this manual. Likewise, I am always grateful for the hard work and passion of our teachers, who truly model the ideal of Christ the Teacher.

We anticipate releasing the GCS for grades 6-8 in these subjects in the spring of 2014. In the meantime, I hope these standards are valuable to you as you nurture the young people under your care. St. Francis de Sales, Patron of Writers and the Archdiocese of Cincinnati, *Pray for us.*

Yours in Christ,

Jim Rigg, Ph.D.
Director of Educational Services
Superintendent of Catholic Schools
Archdiocese of Cincinnati



INTRODUCTION



CATHOLIC SCHOOLS

Developing Talent, Intellect and Souls.

INTRODUCTION

The Archdiocese of Cincinnati is proud to present the 2013 Reading/English Language Arts (ELA) Graded Course of Study (GCS) for PreK-5th grades. This curriculum is aligned with Common Core State Standards (CCSS) and infused with Catholic Identity elements sanctioned through National Catholic Education Associate (NCEA).

These Standards led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in crafting high-quality education standards. These standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, parents and students. The Standards represent a synthesis of the best elements of standard-related work to date.

As specified by the CCSSO and NGA, the Standards are:

1. Research and evidence based
2. Aligned with college and work expectations
3. Rigorous
4. Internationally benchmarked

The Standards set requirements not only for English Language Arts (ELA) but also for literacy in reading for history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen and use language effectively in a variety of content area, the Standards must also specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

The English language arts academic content standards provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school. The standards represent a research-based approach to literacy development, promote writing as a process and provide expectations for students to become effective communicators.

The ten standards that follow define high standards of literacy for Ohio's students:

- Phonemic Awareness, Word Recognition and Fluency Standard
- Acquisition of Vocabulary Standard
- Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard
- Reading Applications: Informational, Technical and Persuasive Text Standard
- Reading Applications: Literary Text Standard
- Writing Process Standard
- Writing Applications Standard
- Writing Conventions Standard
- Research Standard
- Communication: Oral and Visual Standard

The first standard requires primary students to learn to identify and decode words and to develop the skills that become the foundation for independent reading. Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with peers and adults. The standards reflect the belief that reading and learning to read are problem-solving strategies that require the reader to apply strategies to make sense of written language and remain engaged with texts.

One of the important goals of reading is to gain information for purposes of learning new information, researching a project, making decisions or accomplishing a task. The standards also reflect the philosophy that by reading literary texts which represent a variety of authors, cultures and eras, students come to understand the human story.

The writing standards require students to become proficient in writing for different purposes and to recognize that writing is a process that includes the phases of prewriting, drafting, revising, editing and publication. Though the writing conventions standard is listed separately, it is assessed through written or oral contexts. In turn, students learn to use the grammatical structures of English to effectively communicate ideas in writing to express themselves.

In addition to mastering skills in reading and writing, students are expected to become effective communicators by speaking, listening and viewing. They learn to apply communication skills in increasingly sophisticated ways to deliver presentations and to respond to oral and visual presentations.

This set of ten standards does not neatly separate the curriculum into separate or discrete topics, as the content and processes described by the standards, benchmarks and indicators are interrelated.

KEY POINTS IN READING/ELA

READING

The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.

Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous illustrative texts suggestive of the kinds of high-quality, increasingly-complex texts from a wide variety of disciplines that students must encounter each year.

The standards avoid the “content-versus-skills” debate by recognizing that both are essential and neither is sufficient. The standards require certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

WRITING

The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.

Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical. Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

SPEAKING AND LISTENING

The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media. An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

LANGUAGE

The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.

The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

Vocabulary and conventions are treated in their own strand, not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

MEDIA AND TECHNOLOGY

Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

National Council of Teachers of English and International Reading Association Standards for English Language Arts

1. Students read a wide range of print and nonprint texts: to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of contents across the curriculum.
11. Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Three Standards of Reading

Foundational Reading

The standards for Foundational Reading Skills are directed toward fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves, but rather, they are necessary and important components of an effective comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. Teachers need to pre-assess every student in order to customize “effective” instructions. Teachers need to teach students what they need to learn and not what they already know.

Reading: Literature Standards

The reading for literature standards offer a focus for instruction each year that will ensure students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading for Information

To be ready for college, the workforce and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize and report information and idea to conduct original research in order to answer questions or solve problems. They also need to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the reading in college, workplace, and day to day living is informational in structure and challenging in content.

Definitions of Standards

Phonemic Awareness, Word Recognition and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

Reading Applications: Informational, Technical and Persuasive Text Standard

Students gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including

essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

Writing Process Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their

communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

KINDERGARTEN



CATHOLIC SCHOOLS

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KINDERGARTEN

KINDERGARTEN READING

The Archdiocese of Cincinnati has established the following Reading standards to make clear to teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Reading requirements for Kindergarten.

READING APPLICATION

Kindergarten students begin their reading development by learning to apply strategies for phonemic awareness, word recognition and fluency. They begin developing skills to comprehend and interpret information that will assist them in becoming successful independent readers.

Reading is divided into three standards:

- Foundational Reading
- Literature Reading
- Informational Reading

SUMMARY – READING

KINDERGARTEN

As Kindergartners progress through their first year, the essentials of reading are crafted. They begin to recognize word recognition, phonics, phonemic awareness and concepts of print. Vocabulary is increased as well as comprehension and fluency. Students can read and write his/her first and last name and distinguish the number of syllables in words. Recognition of words, signs and symbols is increased as well as sorting words into like categories.

Kindergarten students continue to develop the art of reading and progress accordingly throughout their elementary grades.

The Archdiocese of Cincinnati stipulates the following exiting skills in reading for Kindergarten students:

1. Read own first and last name.
2. Identify and complete rhyming words and patterns.
3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.
4. Distinguish and name all upper- and lower-case letters.
5. Recognize, say and write the common sounds of letters.
6. Distinguish letters from words by recognizing that words are separated by spaces.

7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.
8. Read one-syllable and often-heard words by sight.
9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.
10. Understand new words from the context of conversations or from the use of pictures within a text.
11. Recognize and understand words, signs and symbols seen in everyday life.
12. Identify words in common categories such as color words, number words and directional words.
13. Determine the meaning of unknown words, with assistance, using a beginner's dictionary.
14. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.
15. Hold books right side up, know that people read pages from front to back and read words from left to right.
16. Know the differences between illustrations and print.
17. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.
18. Predict what will happen next, using pictures and content as a guide.
19. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.
20. Recall information from a story by sequencing pictures and events.
21. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.
22. Monitor comprehension of orally read texts by asking and answering questions.
23. Identify favorite books and stories and participate in shared oral reading.
24. Use pictures and illustrations to aid comprehension.

25. Identify and discuss the sequence of events in informational text.
26. Tell the main idea of a selection that has been read aloud.
27. Identify and discuss simple maps, charts and graphs.
28. Follow simple directions.
29. Identify favorite books and stories.
30. Identify the characters and setting in a story.
31. Retell or re-enact a story that has been heard.
32. Distinguish between fantasy and reality.
33. Recognize predictable patterns in stories.

STANDARD – READING

KINDERGARTEN

READING: INFORMATIONAL TEXT

KEY IDEAS AND DETAILS

STANDARD

STANDARD DESCRIPTION

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CRAFT AND STRUCTURE

STANDARD

STANDARD DESCRIPTION

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

STANDARD

STANDARD DESCRIPTION

RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	(Not applicable)
RI.K.9	With prompting and support, identify the 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

STANDARD

STANDARD DESCRIPTION

RI.K.10	Actively engage in group reading activities with purpose and understanding.
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READING: FOUNDATIONAL SKILLS

PRINT CONCEPTS

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1.1	Follow words from left to right, top to bottom, and page by page.
RF.K.1.2	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.3	Understand that words are separated by spaces in print.
RF.K.1.4	Recognize and name all upper- and lower-case letters of the alphabet.

PHONOLOGICAL AWARENESS

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.1	Recognize and produce rhyming words.
RF.K.2.2	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.3	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2.4	Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. (This does not include CVCs ending with /l/ /r/ or /x/)
RF.K.2.5	Add or substitute individual sounds in simple, one-syllable words to make new words.

PHONICS AND WORD RECOGNITION

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.1	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
RF.K.3.2	Associate the long and short sounds with the common spellings for the five major vowels.

RF.K.3.3	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
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RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
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FLUENCY

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
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RF.K.4	Read emergent-reader texts with purpose and understanding.
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READING: LITERATURE

KEY IDEAS AND DETAILS

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
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RL.K.1	With prompting and support, ask and answer questions about key details in a text.
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RL.K.2	With prompting and support, retell familiar stories, including key details.
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RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
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INFORMATIONAL TEXT

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
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RL.K.4	Ask and answer questions about unknown words in a text.
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RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
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INTEGRATION OF KNOWLEDGE AND IDEAS

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
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RL.K.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).
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RL.K.8	(Not applicable)
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RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RANGE OF READING TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

RL.K.10 Actively engage in group reading activities with purpose and understanding.

KINDERGARTEN ENGLISH LANGUAGE ARTS (ELA)

The Archdiocese of Cincinnati has established the following English Language Arts (ELA) standards to make clear to teachers, students, and parents what knowledge, understanding and skills students need to acquire in order to satisfy the ELA requirements for Kindergarten.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Archdiocese of Cincinnati students progress through elementary grades, the essential rules of standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade-specific words and phrases increase with the development of vocabulary written and spoken English, along with the conventions and mechanics of the English language.

English Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- Conventions of standard English
- Knowledge of Language
- Vocabulary Acquisition and Use.

SUMMARY – ELA

KINDERGARTEN

Kindergarten students demonstrate command of Standard English grammar and usage when writing and speaking. They use frequently occurring nouns and verbs in conversation with correct syntax, and use plurals correctly. They form interrogative sentences correctly and use prepositions to produce and expand complete sentences. Kindergartners capitalize the first word in each sentence and recognize and apply the correct ending punctuation. They write letter/letters for most consonants and short-vowel sounds and are capable of spelling simple words phonetically. Students can identify new meaning for familiar words and clarify the meaning of unknown words based on kindergarten reading and content. Students are capable of sorting objects into categories, demonstrating understanding of words by relating to the opposite, and distinguish the meanings of action verbs through demonstration.

The Archdiocese of Cincinnati stipulates the following exit skills in English Language Arts for Kindergarten students:

1. Demonstrates command of standard English when speaking and writing.
2. Prints upper and lowercase letters spacing letters and spacing words.
3. Recognizes and uses nouns and verbs correctly.
4. Understands and uses interrogatives.

5. Capitalizes the beginning of sentences and can name and use sentence punctuations.
6. Spell simple words phonetically.
7. Demonstrates a knowledge of word relationship by relating them to their opposites.
8. Can identify and act out action verbs.
9. Demonstrate a knowledge of sorting and categorizing words.
10. Uses words and phrases correctly in conversations.



STANDARD – ELA

KINDERGARTEN

CONVENTIONS OF STANDARD ENGLISH

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.1	Print many upper and lower case letters.
L.K.1.2	Use frequently occurring nouns and verbs.
L.K.1.3	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
L.K.1.4	Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how).
L.K.1.5	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.1.6	Produce and expand complete sentences in shared language activities.
L.K.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.
L.K.2.1	Capitalize the first word in a sentence and the pronoun I.
L.K.2.2	Recognize and name end punctuation.
L.K.2.3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.4	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

KNOWLEDGE OF LANGUAGE

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
L.K.3	(Begins in Grade 2)

VOCABULARY ACQUISITION AND USE

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
L.K.4.1	Identify new meanings for familiar words and apply them accurately (e.g., knowing “ <i>duck</i> ” is a bird and learning the verb to <i>duck</i>).

- L.K.4.2** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
-
- L.K.5** **With guidance and support from adults, explore word relationships and nuances in word meanings.**
- L.K.5.1** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5.2** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.5.3** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.5.4** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
-
- L.K.6** **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**



KINDERGARTEN WRITING

The Archdiocese of Cincinnati has established the following Writing standards to make clear to teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Writing requirements for Kindergarten.

WRITING APPLICATION

Each year student's writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Writing Standards are benchmarked to assist in developing writers that are able to select text forms to suit the purpose and audience. These standards are:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

SUMMARY – WRITING

KINDERGARTEN

Kindergarten students develop an understanding and demonstrate a knowledge for the purposes of writing. Through drawing and dictating they compose opinion pieces. They know the name of the book they are writing about, and combine drawings and explanation to supply information about the topic. Students learn to combine events or several events relating the order of events and a related conclusion. Students strengthen their writing by adding details. Kindergarten students explore digital tools to produce and publish writing. Shared research and writing projects is developed expressing opinions concerning favorite authors and books. Students gather information by developing recall skills to answer questions.

The Archdiocese of Cincinnati stipulates the following exit skills in writing application for Kindergarten students:

1. Dictate or write simple stories using letters, words or pictures.
2. Name or label objects or places.
3. Write from left to right and from top to bottom.
4. Dictate or write informal writings for various purposes.
5. Learn to choose a topic for writing.
6. Organize group related ideas.

7. Use correct sentence structures to express thoughts and ideas.
8. Reread own writing.
9. Use resource, including technology, to enhance writing.
10. Rewrite and illustrate writing samples for display and sharing.



STANDARD – WRITING

KINDERGARTEN

TEXT TYPES AND PURPOSES

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
W.K.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...).
W.K.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.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, telling about the events in the order in which they occurred, and provide a reaction to what happened.

PRODUCTION AND DISTRIBUTION OF WRITING

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
W.K.4	(Begins in Grade 3)
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults explore a variety of digital tools to produce and publish writing including in collaboration with peers.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.9	(Begins in Grade 4)

RANGE OF WRITING

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
W.K.10	(Begins in Grade 3)

KINDERGARTEN SPEAKING AND LISTENING

The Archdiocese of Cincinnati has established the following Speaking and Listening standards to make clear to teachers, students, and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Kindergarten.

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunities to take part in a variety of rich, structured conversations – as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

SUMMARY – SPEAKING AND LISTENING

KINDERGARTEN

Kindergarten students participate in collaborative conversation with different partners about age and grade appropriate topics. Agreed upon rules (e.g., listening to others and taking turns to speak) assist with conversations through multiple exchanges. Students are taught and encouraged to participate in asking and answering relevant questions on information presented. Students are encouraged by dialoguing to share conversation that is familiar to them while providing supporting details. Students draw or use other visuals to add description or additional information. Kindergarten students speak audibly and express thoughts, feelings and ideas clearly.

The Archdiocese of Cincinnati stipulates the following exit skills in Speaking and Listening for Kindergarten students:

1. Listen attentively to speakers, stories, poems and songs.
2. Connect what is heard with prior knowledge and experience.
3. Follow oral directions.

4. Speak clearly and audibly.
5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.
6. Recite short poems, songs, and nursery rhymes.



STANDARD – SPEAKING AND LISTENING**KINDERGARTEN****COMPREHENSION AND COLLABORATION**

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
SL.K.1	Participate in collaborative conversations with diverse partners about age and grade appropriate topics and texts with peers and adults in small and larger groups.
SL.K.1.1	Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.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.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

PRESENTATION OF KNOWLEDGE AND IDEAS

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

QUARTER 1

LESSON 1 – 5 DAYS (EIT)*

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: God Created Families

- R – God loves me and my family
W – Draw a picture of your family showing love – name your family
S/L – Discuss what you do to show your love for God and your family

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Main Idea* • Summarize* • Rhyming • Relates Pictures to Text • Genre* • Poetry 		<ul style="list-style-type: none"> • Family • Pray/er • Routines • Celebrate • Siblings • Characters • Sort • Memories
RL.K.4	Ask and answer questions about unknown words			
RL.K.5	Recognize common types of texts			
RL.K.6	Name the author and illustrator and define the role of each			
RL.K.7	Describe the relationship between illustrations and the story			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Main Idea* • Retelling the Story with Details • Sequencing Events • Book Identification (Parts of a Book) • Relating Picture to Text • Summarizing* 		<ul style="list-style-type: none"> • Ancestors • Events • Characters • Setting
RI.K.2	Identify the main topic and retell key details			
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text			
RI.K.5	Identify the front cover, back cover, and title page of a book			
RI.K.6	Name the author and illustrator and define the role of each			
RI.K.7	Describe relationships between illustrations and the text			

READING FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Book Handling* • Name in Print • Rhyming Words* • Review letters A-J • Recognize letters K-O* • Single Sounds* • Reading with expression* 		<ul style="list-style-type: none"> • Synonyms • Homonyms • Match/Sort • Main idea
RF.K.1.4	Recognize and name all upper- and lowercase letters			
RF.K.2.1	Recognize and produce rhyming words			
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.3.3	Read common high-frequency words by sight			

*Estimated Instruction Time

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Setting the Rules for Speaking and Listening • Recite the Alphabet • Describe Your Family • Recite a Poem that Rhymes 	<ul style="list-style-type: none"> • Familiar • Describe • Feelings
SL.K.1.2	Continue a conversation through multiple exchanges		
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification		
SL.K.4	Describe familiar people, places, things, and events/provide detail		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Print and Name Letters: K-O – both upper and lowercase • Distinguish Letters from Numbers by Sorting • Identify People in a Picture by Name 	<ul style="list-style-type: none"> • High Frequency Words • Names • Nouns
L.K.1.2	Use frequently occurring nouns and verbs		
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent		
L.K.5.3	Identify real-life connections between words and their use		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts		

RESOURCES:

Books:

- Mama, Do You Love Me (Chronicle Books)
- Birthday Present (Orchard Books)
- Two Eyes, A Nose And A Mouth (Scholastic, 1995)
- My Family Pictures (Houghton Mifflin)

QUARTER 1

LESSON 2 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: God’s Love Creates the World

- R – Learning about the world God created
W – Draw a picture about the beauty of God’s World and label picture
S/L – Tell a story about what God created

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.2	Retell familiar stories	<ul style="list-style-type: none"> Summarize Sequence of Events Infer/Predict* Author’s Purpose* Compare/Contrast Understanding Character* 		<ul style="list-style-type: none"> Created/Creation Rules Author Genre Predict World Photographer Characters
RL.K.3	Identify characters, settings, and major events			
RL.K.4	Ask and answer questions about unknown words			
RL.K.6	Name the author and illustrator and define the role of each			
RL.K.7	Describe the relationship between illustrations and the story			
RL.K.9	Compare and contrast adventures and experiences of characters			
RL.K.10	Engage in group reading activities with purpose and understanding			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Author/Illustrator Purpose* Retelling the Facts* Explaining Information 		<ul style="list-style-type: none"> Routines Labels Information Fact/Fiction
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text			
RI.K.4	Ask and answer questions about unknown words			
RI.K.6	Name the author and illustrator and define the role of each			
RI.K.10	Engage in group reading activities with purpose and understanding			

READING FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> Directionality* Recognize and Name Letters P, Q, R, S, T* Beginning Sounds* Recite the Alphabet Pausing for Punctuation 		<ul style="list-style-type: none"> High Frequency Words Alphabet Rhyming Words
RF.K.1.4	Recognize and name all upper- and lowercase letters			
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.3.3	Read common high-frequency words by sight			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Oral Language • Simon Says • Vocabulary Enrichment • Recite the Alphabet 	<ul style="list-style-type: none"> • Manners • Rules • Taking Turns • Following Directions
SL.K.1.2	Continue a conversation through multiple exchanges		
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification		
SL.K.4	Describe familiar people, places, things, and events/provide detail		
SL.K.5	Add drawings or visual displays to descriptions to provide detail		

LANGUAGE – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Print Letters P-T Upper and Lower Cases • Complete Sentences when Speaking • Fiction/Nonfiction • Noun for Places* • Antonyms* 	<ul style="list-style-type: none"> • Nouns for People • Nouns for Places • Verbs for Action • Adjectives to Describe • Complete Sentence
L.K.1.2	Use frequently occurring nouns and verbs		
L.K.1.6	Produce and expand complete sentences in shared language activities		
L.K.5.2	Demonstrate understanding of verbs and adjectives by relating them to their opposites		
L.K.5.3	Identify real-life connections between words and their use		

RESOURCES:

Books: This Is Our Earth, (Charlesbridge Publishers)
 What A Wonderful World, (Simon & Schuster Children)
 Sing A Song Of People, (Little, Brown & Co., 1987)

QUARTER 1

LESSON 3 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: God Creates All Animals

- R – How to care and love my pets
W – Draw a picture of your favorite animals
S/L – Discuss why you think God created animals

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.4	Ask and answer questions about unknown words	<ul style="list-style-type: none"> • Story Structure* • Monitor and Clarify* • Conclusions* 		<ul style="list-style-type: none"> • Characters • Setting • Events
RL.K.5	Recognize common types of texts			
RL.K.6	Name the author and illustrator and define the role of each			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Monitor and Clarify* • Draw Conclusions* • Difference • Comparing/Contrast* 		
RI.K.2	Identify the main topic and retell key details			
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text			
RI.K.4	Ask and answer questions about unknown words			
RI.K.6	Name the author and illustrator and define the role of each			
RI.K.7	Describe relationships between illustrations and the text			

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Beginning Sounds* • Recognize and name Letters P-T* • Directionality (following Words U-Z)* • Distinguish Letters from Words • Reading Rate (Fluency) 		<ul style="list-style-type: none"> • H.F.W.
RF.K.1.3	Understand that words are separated by spaces in print			
RF.K.1.4	Recognize and name all upper- and lowercase letters			
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant			
RF.K.3.3	Read common high-frequency words by sight			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> • Narrative (Captions) • Ideas 		<ul style="list-style-type: none"> • Narrative • Labels • Caption
W.K.3	Use drawing dictating, and writing to narrate			

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Following Rules for Speaking • Expressing Complete Thoughts 	<ul style="list-style-type: none"> • Talking about Pets
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Nouns for Animals* • Nouns for Things* • Synonyms* • Words and Phrases 		<ul style="list-style-type: none"> • Synonyms
L.K.1.2	Use frequently occurring nouns and verbs			
L.K.1.6	Produce and expand complete sentences in shared language activities			
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word			
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books: I Have a Pet (Houghton Mifflin) (Realistic fiction)
Different Kinds of Dogs (Informational text)
Archie, Follow Me (Morrow & Co, 1977)

QUARTER 1

LESSON 4 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Jobs We Do for God

- R – Different jobs we can do
W – What jobs we can do to help with God's people
S/L – Telling what I can do to help other people

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.4	Ask and answer questions about unknown words	<ul style="list-style-type: none"> • Text and Graphic Features* • Analyze and Evaluate* • Genre* • Compare and Contrast • Fairytales and Fables 	<ul style="list-style-type: none"> • Fairytales • Nonfiction • Fiction • Fables • Text
RL.K.5	Recognize common types of texts (e.g. storybooks, poems)		
RL.K.6	Name the author and illustrator of a story and define the role of each in telling the story		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Understanding a text using text and graphic features* • Analyzing and Evaluating* 	<ul style="list-style-type: none"> • Workers • Hobby • Volunteers • Jobs • Good • Services
RI.K.2	Identify the main topic and retell key details		
RI.K.3	Describe the connection between two individuals, events, ideas, or pieces of information		
RI.K.4	Ask and answer questions about unknown words		
RI.K.6	Name the author and illustrator and define the role of each		
RI.K.7	Describe relationships between illustrations and the text		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
RF.K.1.1	Follow words from left to right, top to bottom, and page by page	<ul style="list-style-type: none"> • Spaces between words • Environmental print • Pause for punctuation • Beginning sounds • Words in oral sentences • Sounds of letter “M” 	<ul style="list-style-type: none"> • Rhyming words • Words with the sound of “M”
RF.K.1.3	Understand that words are separated by spaces in print		
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.3	Read common high-frequency words by sight		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> • Narrative (story sentences adding details)* • Ideas* 	<ul style="list-style-type: none"> • Opinion • Fact
W.K.3	Use drawing dictating, and writing to narrate		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Talk about different jobs • Words ending in -ed, -ing 	<ul style="list-style-type: none"> • Career • Labor • Profession • Customers • Farmers
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Action verbs in present tense • Classify and categorize words for jobs 	<ul style="list-style-type: none"> • Clue • Answers that are pertinent to questions
L.K.1.2	Use frequently occurring nouns and verbs		
L.K.1.6	Produce and expand complete sentences in shared language activities		
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word		
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent		
L.K.5.3	Identify real-life connections between words and their use		
L.K.5.4	Distinguish shades of meaning among verbs by acting out the meanings		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts		

RESOURCES:

Books: From One To One Hundred (Dulton Children's Book)
 Everybody Works (Rotner and Kreisler) (Informational Text)
 Pizza at Sally's (Monica Wellington) (Realistic Fiction)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



QUARTER 1

LESSON 5 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Helping God’s People

- R – Helping Others
- W – Draw & Label – Helping around the house
- S/L – Discuss in Detail, “How I ask people for help”

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Details* Questions* Cause and Effect* Compare and Contrast 		<ul style="list-style-type: none"> Compare Contrast Differences
RL.K.4	Ask and answer questions about unknown words			
RL.K.6	Name the author and illustrator and define the role of each			
RL.K.9	Compare and contrast adventures and experiences of characters			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Details (Identify and Retell)* Asking Questions* Authors Point of View 		<ul style="list-style-type: none"> Details Questions Fact Support Details
RI.K.2	Identify the main topic and retell key details			
RI.K.4	Ask and answer questions about unknown words			
RI.K.6	Name the author and illustrator and define the role of each			
RI.K.7	Describe relationships between illustrations and the text			
RI.K.8	Identify the reasons an author gives to support points			
RI.K.10	Engage in group reading activities with purpose and understanding			

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> Directionality* Capitalization (First Word) Punctuations (End Sentence) Recognize and Sound Out Letters Beginning Sounds and Sounding Out Three Letter Words Words in Oral Sentences Pause for Punctuation 		<ul style="list-style-type: none"> H.F.W. Period (.) Question Mark (?) Capital Letter Punctuation
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters			
RF.K.1.4	Recognize and name all upper- and lowercase letters			
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant			
RF.K.3.3	Read common high-frequency words by sight			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.3	Use drawing, dictating, and writing to narrate	<ul style="list-style-type: none"> • Narrate (Label) • Gather Information from Something You Know 	<ul style="list-style-type: none"> • Gathering Facts
W.K.8	Recall information from experiences or gather information from sources to answer a question		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.3	Ask and answer questions to seek help, get information, or clarify something not understood	<ul style="list-style-type: none"> • Ask Questions • Share Ideas About Helping 	<ul style="list-style-type: none"> • Helping • Kindness

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Action Verbs • Present Tense • Synonyms • Capitalize First Letter of Each Sentence • End Punctuation for Question Sentences • Identify Words That Ask Questions 		<ul style="list-style-type: none"> • Present Tense • Action Verbs • Who, What, Where, When, Why • Question Mark (?)
L.K.1.2	Use frequently occurring nouns and verbs			
L.K.1.4	Understand and use question words			
L.K.1.6	Produce and expand complete sentences in shared language activities			
L.K.2.1	Capitalize the first word in a sentence and the pronoun <i>I</i>			
L.K.2.2	Recognize and name end punctuation			
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent			
L.K.5.3	Identify real-life connections between words and their use			
L.K.5.4	Distinguish shades of meaning among verbs by acting out the meanings			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books: Frog and Toad Are Friends (Harper Collins 1985)
Rachel Parker, Kindergarten Show-off (Holiday House 1992)
Stone Soup (Folktale)
The Little Red Hen (Traditional Tale)

QUARTER 1

LESSON 6 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: God Created Us With Talents, Feelings, and Our Five Senses

- R – We all have different talents
W – Draw a picture of God’s Love for you
S/L – Explain to your classmates your special talent

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Compare and Contrast* • Monitor and Clarify* • Summarize* 	<ul style="list-style-type: none"> • Gather Information • Alike/Different • Clues • Senses (feel, touch, smell, taste, sound)
RL.K.6	Name the author and illustrator and define the role of each		
RL.K.9	Compare and contrast adventures and experiences of characters		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.2	Identify the main topic and retell key details	<ul style="list-style-type: none"> • Compare and Contrast* • Book Knowledge • Similarities and Differences 	<ul style="list-style-type: none"> • See/Saw • Vision • Aware
RI.K.5	Identify the front cover, back cover, and title page of a book		
RI.K.9	Identify similarities in and differences between texts on the same topic		
RI.K.10	Engage in group reading activities with purpose and understanding		

READING FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.2.3	Blend and segment onsets and rimes of single-syllable spoken words	<ul style="list-style-type: none"> • Blend Onset and Rime* • Short a* • Book Parts* • Using a Chart* • Pause for Punctuation* 	<ul style="list-style-type: none"> • Identify words beginning with “a” and match words • Short Vowel Sounds • H.F.W.
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.4	Read emergent-reader texts with purpose and understanding		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> • Informative Writing • Descriptive Sentences • Word Choice 	<ul style="list-style-type: none"> • Opinion • Sensory Words • Flavor
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts.		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
SL.K.1.2	Continue a conversation through multiple exchanges	<ul style="list-style-type: none"> • Discuss Daily Activities • Participate in Conversations • Describe Events with Detail 	<ul style="list-style-type: none"> • Opposites • Asking Clarifying Questions • Feelings • Talents • Senses
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification		
SL.K.3	Ask and answer questions to seek help, get information, or clarify something not understood		
SL.K.4	Describe familiar people, places, things, and events/provide detail		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Clues from Context* • Sensory Words* 	<ul style="list-style-type: none"> • Categories • Match and Sort
L.K.1.2	Use frequently occurring nouns and verbs		
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent		
L.K.5.3	Identify real-life connections between words and their use		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts		

RESOURCES:

Books:

- Angelina and Alice (Crown Books)
- The Mixed Up Chameleon (Harper Collins)
- My Five Senses (Informational Text)
- Poems about Senses (Poetry)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



QUARTER 1

LESSON 7 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Showing God’s Love

- R – God’s Love is all around
- W – Show in your drawing how God Loves you
- S/L – Discuss how you show God’s Love

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.2	Retell familiar stories	<ul style="list-style-type: none"> • Discuss important story details* • Understand characters* • Analyze/evaluate characters and plots* • Compare/contrast* 	<ul style="list-style-type: none"> • Chatter • Growl • Snore • Coo • Squawk • Quack
RL.K.3	Identify characters, settings, and major events		
RL.K.4	Ask and answer questions about unknown words		
RL.K.6	Name the author and illustrator and define the role of each		
RL.K.7	Describe the relationship between illustrations and the story		
RL.K.9	Compare and contrast adventures and experiences of characters		

READING FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Targets	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Blend onset and Rhyme* • Segment onset and Rhyme* • Sounding out “T”* • Punctuation* • Read with expression* 	<ul style="list-style-type: none"> • Communicate • Conversation • Respond • Answer • Language • Sounds
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters		
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.3	Blend and segment onsets and times of single-syllable spoken words		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts	<ul style="list-style-type: none"> • Informative • Word choice • Descriptive writing with sensory words 	

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Having a conversation with multiple exchanges 	<ul style="list-style-type: none"> • Communicate • Listening • Conversation • Respond • Following rules
SL.K.1.2	Continue a conversation through multiple exchanges		
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Sensory words • Categorize/classify sensory words • Act out action verbs 		<ul style="list-style-type: none"> • Feel, touch, taste, sound, hear, see/vision • Sort • Characteristics • Whisper/shout
L.K.2.2	Recognize and name end punctuation			
L.K.5.3	Identify real-life connections between words and their use			
L.K.5.4	Distinguish shades of meaning among verbs by acting out the meanings			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books: Wilson Sat Alone, (Simon & Schuster)
Mice Squeak, We Speak, A. Shapiro (Realistic Fiction)

QUARTER 1

LESSON 8 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: God Enriches Our Lives Through His Creations

- R – The Beauty of God’s creations are everywhere
W – Explain through a drawing why God’s creations make you happy
S/L – Discuss your favorite thing God created

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Details* Visualize and reenact Compare 		<ul style="list-style-type: none"> Beautiful Seasons Surroundings
RL.K.6	Name the author and illustrator and define the role of each			
RL.K.10	Engage in group reading activities with purpose and understanding			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Identify details* Visualize the context* Questioning techniques* Author’s/Illustrator’s purpose 		<ul style="list-style-type: none"> Change – seasons Movement words
RI.K.2	Identify the main topic and retell key details			
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text			
RI.K.5	Identify the front cover, back cover, and title page of a book			
RI.K.6	Name the author and illustrator and define the role of each			
RI.K.10	Engage in group reading activities with purpose and understanding			

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> Sounds of hard “C”* Spaces between words Directionality Reads with expression Blend and segment onsets and rhymes 		<ul style="list-style-type: none"> H.F.W. Recognizing and reciting the alphabet
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters			
RF.K.1.3	Understand that words are separated by spaces in print			
RF.K.1.4	Recognize and name all upper- and lowercase letters			
RF.K.2.3	Blend and segment onsets and rimes of single-syllable spoken words			
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant	<ul style="list-style-type: none"> • Letter and Sound recognition • Sight words • Read decodable readers 	<ul style="list-style-type: none"> • Decodable Readers • Nature words
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts	<ul style="list-style-type: none"> • Informative writing • Caption with descriptive sentences, colors and sensory words • Word choice • Research an animal or season 	<ul style="list-style-type: none"> • Details • Words that show beauty
W.K.7	Participate in shared research and writing projects		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Movement words • Adjectives for colors • Classify/categorize action words 		<ul style="list-style-type: none"> • Color words • Sensory words • Words that show action
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent			
L.K.5.3	Identify real-life connections between words and their use			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books:

- The Listening Walk (Harper Collins)
- Forest of Dreams (Dial Books)
- In The Rain Forest, R. Fogelberg (Informational)
- The Aquarium, S. Gaspod (Informational)
- Visiting a Park, S. Schneider

QUARTER 2

LESSON 9 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Using God’s Creations

- R – Read about something created by God
W – Draw and explain in writing about something God created
S/L – Describe and explain to classmates your favorite creation

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.4	Ask and answer questions about unknown words	<ul style="list-style-type: none"> • Text and Graphic Features* • Questioning techniques • Conclusions* 	<ul style="list-style-type: none"> • Creation • Author • Illustrator • Title • Invented
RL.K.6	Name the author and illustrator and define the role of each		
RL.K.7	Describe the relationship between illustrations and the story		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Informational Text* • Realistic Fiction* • Same/Different* • Main Topic • Retelling/Remembering Key Details* 	<ul style="list-style-type: none"> • Different • Same • Remember • Real (Fiction) • Fantasy (Nonfiction) • Information
RI.K.2	Identify the main topic and retell key details		
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text		
RI.K.4	Ask and answer questions about unknown words		
RI.K.6	Name the author and illustrator and define the role of each		
RI.K.9	Identify similarities in and differences between texts on the same topic		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters	<ul style="list-style-type: none"> • Blending Phonemes* • Letter Pp • Letters in Words* • Reading Rate 	<ul style="list-style-type: none"> • H.F.W. • Capital Letters • Upper Case/Lower Case • Sequence
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.4	Read emergent-reader texts with purpose and understanding		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts	<ul style="list-style-type: none"> • Informative Writing • Descriptive Words • Word Choice • Answering questions on Creation or Inventions 	<ul style="list-style-type: none"> • Compose • Computer keyboarding • Remembering Details
W.K.5	Respond to questions/suggestions from peers and add details to strengthen writing		
W.K.6	Explore digital tools to produce and publish writing		
W.K.8	Recall information from experiences or gather information from sources to answer a question		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Sharing Information and Ideas • Describing familiar places, events and people • Retell using details • Articulation and Tone 	<ul style="list-style-type: none"> • Describing • Expressing • Conversation
SL.K.1.2	Continue a conversation through multiple exchanges		
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification		
SL.K.3	Ask and answer questions to seek help, get information, or clarify something not understood		
SL.K.4	Describe familiar people, places, things, and events/provide detail		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Adjectives for numbers* • Sorting by categories 	<ul style="list-style-type: none"> • Questions • Complete sentences • Action verbs • Categories
L.K.1.4	Understand and use question words		
L.K.1.6	Produce and expand complete sentences in shared language activities		
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent		
L.K.5.3	Identify real-life connections between words and their use		
L.K.5.4	Distinguish shades of meaning among verbs by acting out the meanings		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts	• Using words and phrases	
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RESOURCES:

Books: What a Wonderful World (Simon & Schuster)
 Pretend You're A Cat (Scholastic)
 What Do Wheels Do All Day? (Informational)
 My Bike (Houghton Mifflin) (Realistic Fiction)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



QUARTER 2

LESSON 10 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Thanking God

- R – Being thankful to God
W – Draw and write prayers of thanks
S/L – Explain to classmates what and why you are most thankful

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.2	Retell familiar stories	<ul style="list-style-type: none"> • Retelling with detail* • Recognizing types of books* • Story structure* • Summarize* 	<ul style="list-style-type: none"> • Characters • Setting • Major Events • Order of events
RL.K.3	Identify characters, settings, and major events		
RL.K.5	Recognize common types of texts		
RL.K.6	Name the author and illustrator and define the role of each		
RL.K.10	Engage in group reading activities with purpose and understanding		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.9	Identify similarities in and differences between texts on the same topic	<ul style="list-style-type: none"> • Gathering Information* 	<ul style="list-style-type: none"> • Similarity/Differences • Information • Shape/Size
RI.K.10	Engage in group reading activities with purpose and understanding		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Blend Phonemes* • Letter sounds M, S, short ä, T, C/K, P* • Fluency with expression* • Reading with a Purpose • Space between Words* 	<ul style="list-style-type: none"> • H.F.W. • Circle • Square • Rectangle • Triangle • Oval • Diamond
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters		
RF.K.1.3	Understand that words are separated by spaces in print		
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.4	Read emergent-reader texts with purpose and understanding		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> • Writing a prayer of thanks • Using the Computer to compose • Draw and label shapes 	<ul style="list-style-type: none"> • Explaining • Informing
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts		
W.K.5	Respond to questions/suggestions from peers and add details to strengthen writing		
W.K.6	Explore digital tools to produce and publish writing		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Describing using words: shapes and size* • Describing a visual* 	<ul style="list-style-type: none"> • Characters • Questioning Techniques • Words that ask questions: who, what, where, when, why
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification		
SL.K.4	Describe familiar people, places, things, and events/provide detail		
SL.K.5	Add drawings or visual displays to descriptions to provide detail		

LANGUAGE – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Capitalization – first word in sentence* • Punctuation – end sentence* • Sounding out words with short vowel ã • Sounding out/writing words with: M, S, T, C/K/P 	<ul style="list-style-type: none"> • Adjectives • Description • Size/shape • Sorting • Category • Similar • Different
L.K.2.1	Capitalize the first word in a sentence and the pronoun <i>I</i>		
L.K.2.2	Recognize and name end punctuation		
L.K.2.3	Write a letter or letters for consonant and short-vowel sounds		
L.K.2.4	Spell simple words phonetically, drawing on knowledge of sound-letter relationships		
L.K.2.5	Spell untaught words phonetically		
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word		
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent		
L.K.5.3	Identify real-life connections between words and their use		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts	• Answering in complete sentences	
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RESOURCES:

Books: I Got Community (Henry Holt & Co)
David's Drawings (Realistic Fiction)
Signs and Shapes (Informational Text)

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ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



QUARTER 2

LESSON 11 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: God Created Seasons

- R – Praising God for His Creations
W – Draw and Write Your Favorite Season
S/L – Tell What is Your Favorite Season and Why

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Questioning words* • Activities with a purpose 	<ul style="list-style-type: none"> • Seasons • Weather • Cycle of a Year • Wind • Air
RL.K.4	Ask and answer questions about unknown words		
RL.K.10	Engage in group reading activities with purpose and understanding		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Compare and contrast* • Retelling with details • Text and graphic features* • Questioning Techniques* 	<ul style="list-style-type: none"> • Different/Alike • Details • Author/Illustrator • Topic
RI.K.2	Identify the main topic and retell key details		
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text		
RI.K.6	Name the author and illustrator and define the role of each		
RI.K.8	Identify the reasons an author gives to support points		
RI.K.9	Identify similarities in and differences between texts on the same topic		
RI.K.10	Engage in group reading activities with purpose and understanding		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Blend phonemes* • Final sounds* • Review letter A (short ä)* • Blending words* • Spaces between words* • Pause for punctuation 	<ul style="list-style-type: none"> • H.F.W. • Punctuation • Conclusion • Rhyming
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters		
RF.K.1.3	Understand that words are separated by spaces in print		
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.1	Recognize and produce rhyming words		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant	<ul style="list-style-type: none"> • Words that start with A • H.F.W.* • Letter sounds A/a/ • Hard and soft letter sounds • Letters in words* 	
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> • Narrative writing • Computers to produce writing 	<ul style="list-style-type: none"> • Creation/Seasons
W.K.3	Use drawing, dictating, and writing to narrate		
W.K.6	Explore digital tools to produce and publish writing		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly	<ul style="list-style-type: none"> • Express feelings/sharing information 	

LANGUAGE – Kindergarten

Standard	Description	Content Focus *Key target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Sentence parts* • Capitalize first word* • Capitalize pronoun <i>I</i>* • Recognize words that are nouns • Recognize words that are action verbs 	<ul style="list-style-type: none"> • Action verbs • Nouns that name people, places, seasons • Pronoun <i>I</i>
L.K.1.2	Use frequently occurring nouns and verbs		
L.K.2.1	Capitalize the first word in a sentence and the pronoun <i>I</i>		
L.K.2.3	Write a letter or letters for consonant and short-vowel sounds		
L.K.4.1	Identify new meanings for familiar words and apply them accurately		
L.K.5.3	Identify real-life connections between words and their use		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RESOURCES:

Books: Every Season (Rotner & Woodhull) (Informational)
October Days (Houghton Mifflin) (Informational)
Forest of Dreams (Dial Books)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

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QUARTER 2

LESSON 12 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Taking Care of God’s Animals

- R – Stories about God’s Animals
W – Write a story to Jesus talking about your favorite animal
S/L – Demonstrate how you pray

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.2	Retell familiar stories	<ul style="list-style-type: none"> • Author’s purpose* • Text and graphic features* • Compare/contrast* • Retelling with details 	<ul style="list-style-type: none"> • Sort • Conclusion • Characters • Events • Adventures • Characteristics
RL.K.3	Identify characters, settings, and major events		
RL.K.4	Ask and answer questions about unknown words		
RL.K.6	Name the author and illustrator and define the role of each		
RL.K.7	Describe the relationship between illustrations and the story		
RL.K.9	Compare and contrast adventures and experiences of characters		
RL.K.10	Engage in group reading activities with purpose and understanding		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Questioning • Activities related to readings 	<ul style="list-style-type: none"> • Purpose • Clarify
RI.K.10	Engage in group reading activities with purpose and understanding		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Targets	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Blending phonemes* • Final sounds • Blending words* • Sounding out the letter N/n/ • Reading with fluency • Read with expression 	<ul style="list-style-type: none"> • H.F.W. • Three-phoneme words • Reading techniques (right to left) (top to bottom)
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters		
RF.K.1.3	Understand that words are separated by spaces in print		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.4	Read emergent-reader texts with purpose and understanding		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts	<ul style="list-style-type: none"> • Writing sentences with a beginning, middle and end • Write or draw to narrate 	<ul style="list-style-type: none"> • Explain in writing • Sentence parts • Telling a story
W.K.3	Use drawing, dictating, and writing to narrate		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Recognizing verbs • Sentence parts • Words ending in <i>ed</i>, <i>ing</i> • Classify and categorize words* 	<ul style="list-style-type: none"> • Hibernate • Temperature • Shed • Adapt
L.K.1.2	Use frequently occurring nouns and verbs		
L.K.2.1	Recognize and name end punctuation		
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent		
L.K.5.3	Identify real-life connections between words and their use		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts		

RESOURCES:

Books: My First Bible (Sadlier) (Informational)
Storm is Coming (M. Teckavec) (Fantasy)

QUARTER 2

LESSON 13 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Creatures of God – Our Pets

- R – A story about taking care of pets
W – Write an explanation on how you love your pet
S/L – Discuss your favorite animals

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.4	Ask and answer questions about unknown words	<ul style="list-style-type: none"> • Author's purpose* • Comprehension 	<ul style="list-style-type: none"> • Traits • Characteristics
RL.K.10	Engage in group reading activities with purpose and understanding		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.2	Identify the main topic and retell key details	<ul style="list-style-type: none"> • Retelling • Main topic* • Text and graphic features* • Supporting facts 	<ul style="list-style-type: none"> • Support • Reasons for • Identifying features of a book
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text		
RI.K.4	Ask and answer questions about unknown words		
RI.K.5	Identify the front cover, back cover, and title page of a book		
RI.K.6	Name the author and illustrator and define the role of each		
RI.K.8	Identify the reasons an author gives to support points		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Letter F/f • Words with F • Blending words* • Final sounds* • Blend phonemes* • Directionality* • Fluency 	<ul style="list-style-type: none"> • Poetry • H.F.W. • Identify letters with sounds
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters		
RF.K.1.3	Understand that words are separated by spaces in print		
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.4	Read emergent-reader texts with purpose and understanding		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts	<ul style="list-style-type: none"> • Narrative writing • Gathering facts and information to write • Story sentences • Write about pets 	<ul style="list-style-type: none"> • Explain • Characteristics • Traits • Habits
W.K.3	Use drawing, dictating, and writing to narrate		
W.K.8	Recall information from experiences or gather information from sources to answer a question		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Questioning • Clarifying 	
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.6	Produce and expand complete sentences in shared language activities	<ul style="list-style-type: none"> • Complete sentences* • Sort • Categorize • Capitalization/Punctuation 		<ul style="list-style-type: none"> • Different • Similarity • Characteristics • Habitat • Traits • Features
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word			
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent			
L.K.5.3	Identify real-life connections between words and their use			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books: A Zebra's World (Jenkins & Page) (Informational)
What Do You Do With A Tail Like This? (Poetry) (Informational)

QUARTER 2

LESSON 14 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: The Church is Our Home

- R – The Church is our family
W – Write a response to the question, How is the Church our home?
S/L – Express your thoughts audibly about God's House

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.3	Identify characters, settings, and major events	• Author's purpose*		• The many definitions of "home"
RL.K.7	Describe the relationship between illustrations and the story			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.2	Identify the main topic and retell key details	• Cause/Effect* • Infer/Predict* • Author's purpose* • Similarities/Differences*		• Environment • Comfy • Cause • Effect • Safe
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text			
RI.K.6	Name the author and illustrator and define the role of each			
RI.K.7	Describe relationships between illustrations and the text			
RI.K.8	Identify the reasons an author gives to support points			
RI.K.9	Identify similarities in and differences between texts on the same topic			

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters	• Blending phonemes* • Isolate middle sound • Letter B/b/ • Blending words • Read with expression • Fluency		
RF.K.1.3	Understand that words are separated by spaces in print			
RF.K.1.4	Recognize and name all upper- and lowercase letters			
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant			
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels			
RF.K.3.3	Read common high-frequency words by sight			
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ			
RF.K.4	Read emergent-reader texts with purpose and understanding			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

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WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.3	Use drawing, dictating, and writing to narrate	<ul style="list-style-type: none"> • Narrative writing • Beginning, middle and ending • Organization • Write about your home • Keyboarding 	<ul style="list-style-type: none"> • Describing words • Sequence of events (first, second, last)
W.K.5	Respond to questions/suggestions from peers and add details to strengthen writing		
W.K.6	Explore digital tools to produce and publish writing		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Sharing ideas • Descriptions • Providing detail to story clearly • Expressing ideas and thoughts 	<ul style="list-style-type: none"> • Describe your home • Describe your church • Express your feelings about why you feel safe at home and at church
SL.K.4	Describe familiar people, places, things, and events/provide detail		
SL.K.5	Add drawings or visual displays to descriptions to provide detail		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
L.K.2.1	Capitalize the first word in a sentence and the pronoun <i>I</i>	<ul style="list-style-type: none"> • Verbs in past tense • Using context clues • Familiar words and phrases • Pronoun <i>I</i> • Capitalization/Punctuation • Short vowel sounds 	<ul style="list-style-type: none"> • Present/Past Tense: Chew-chewed, walk-walked, live-lived • Pronouns
L.K.2.2	Recognize and name end punctuation		
L.K.2.3	Write a letter or letters for consonant and short-vowel sounds		
L.K.2.4	Spell simple words phonetically, drawing on knowledge of sound-letter relationships		
L.K.2.5	Spell untaught words phonetically		
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word		
L.K.5.3	Identify real-life connections between words and their use		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts		

RESOURCES:

Books: What Does a Priest Do/What Does a Nun Do? (Paulist Press)
Sarah and Paul Go to the Seaside (Spring Arbor Publishers)
Home for a Tiger, Home for a Bear (Williams & Fowler) (Informational)

QUARTER 2

LESSON 15 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Heaven

- R – Read a story about heaven
W – Write a response to: What is Heaven?
S/L – Confirm your understanding orally about: How can you get to Heaven?

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Analyze/Evaluate* Key details of story 		<ul style="list-style-type: none"> Star Sun
RL.K.4	Ask and answer questions about unknown words			<ul style="list-style-type: none"> Heaven Galaxy Moon

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Targets	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Cause/Effect Author's purpose Supporting details Similarities/Differences Supporting text through illustration 		<ul style="list-style-type: none"> Compare Identical Words that support
RI.K.2	Identify the main topic and retell key details			
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text			
RI.K.4	Ask and answer questions about unknown words			
RI.K.5	Identify the front cover, back cover, and title page of a book			
RI.K.6	Name the author and illustrator and define the role of each			
RI.K.7	Describe relationships between illustrations and the text			
RI.K.8	Identify the reasons an author gives to support points			
RI.K.9	Identify similarities in and differences between texts on the same topic			
RI.K.10	Engage in group reading activities with purpose and understanding			

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
RF.K.1.3	Understand that words are separated by spaces in print	<ul style="list-style-type: none"> Blend phonemes Review letters A/a/ (short ä), N/n/, F/f/, B/b Sounds out words with short ä 	<ul style="list-style-type: none"> H.F.W. Long vowel – all 5 Words with short ä
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

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RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels	<ul style="list-style-type: none"> • Blending review • Identify and pronounce all 5 vowel sounds (long) • Sounding out letters in similar words • Fluency and expression 	<ul style="list-style-type: none"> • Consonant vowel consonant (CVC) words
RF.K.3.3	Read common high-frequency words by sight		
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.3	Use drawing, dictating, and writing to narrate	<ul style="list-style-type: none"> • Narrative writing • Adding details to writing • Using technology to write 	
W.K.5	Respond to questions/suggestions from peers and add details to strengthen writing		
W.K.7	Participate in shared research and writing projects		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification	<ul style="list-style-type: none"> • Discussing with classmates about the sky, heaven, etc. • Asking clarifying questions • Following rules for discussions 	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.6	Produce and expand complete sentences in shared language activities	<ul style="list-style-type: none"> • Capitalizing first word in sentence and pronoun <i>I</i> • Recognizing and naming punctuation marks • Making verbs past tense by adding “ed” • Identifying and using affixes (re, un, pre, ful, less) • Sound out and spell phonetically simple words 		<ul style="list-style-type: none"> • Adjectives • Past tense verbs • Affixes • 5 long vowel sounds • Making and naming punctuation marks - . ? !
L.K.2.4	Spell simple words phonetically, drawing on knowledge of sound-letter relationships			
L.K.2.5	Spell untaught words phonetically			
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word			
L.K.5.3	Identify real-life connections between words and their use			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

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RESOURCES:

Books: Our Big Home: An Earth Poem (Millbrook Press)
How Many Stars in the Sky? (L. Hart) (Realistic Fiction)
What A Beautiful Sky (Y. Conetti) (Informational)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



QUARTER 3

LESSON 16 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Saints

- R – A story about Saints (Baptismal)
W – Write and express your opinion about your favorite saint
S/L – Share your ideas about why we have saints

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Details* Summarize* Questioning techniques Author's word choice* Compare/Contrast Comprehension 		<ul style="list-style-type: none"> Brainstorm Gathering Information Adventures Experiences Characters
RL.K.2	Retell familiar stories			
RL.K.4	Ask and answer questions about unknown words			
RL.K.6	Name the author and illustrator and define the role of each			
RL.K.7	Describe the relationship between illustrations and the story			
RL.K.9	Compare and contrast adventures and experiences of characters			
RL.K.10	Engage in group reading activities with purpose and understanding			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.2	Identify the main topic and retell key details	<ul style="list-style-type: none"> Main Idea 		<ul style="list-style-type: none"> Information

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.4	Recognize and name all upper- and lowercase letters	<ul style="list-style-type: none"> Blend phonemes* Middle sounds Letter sound short i* Blending words Pause for punctuation 		<ul style="list-style-type: none"> H.F.W. Alphabet Clues
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels			
RF.K.3.3	Read common high-frequency words by sight			
RF.K.4	Read emergent-reader texts with purpose and understanding			

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> Organization Stating your opinion 	

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification	<ul style="list-style-type: none"> Sharing Ideas: <ul style="list-style-type: none"> Saints Seasons Sky 	<ul style="list-style-type: none"> Saints Name different seasons
SL.K.5	Add drawings or visual displays to descriptions to provide detail		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.4	Understand and use question words	<ul style="list-style-type: none"> Recognize, name and write end punctuation* Difference between statements and questions* Categorize Poetry Using words and phrases to answer 		<ul style="list-style-type: none"> Rhyming words ? ! . Fact/Question
L.K.1.6	Produce and expand complete sentences in shared language activities			
L.K.2.2	Recognize and name end punctuation			
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent			
L.K.5.3	Identify real-life connections between words and their use			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books: Dear Mr. Blueberry (Fantasy)
What is Science (Poetry)
Benjamin Franklin, Inventor (Biography)
Ocean Wide, Ocean Deep (Susan Lendroth, Berkeley, CA: Tricycle Press, 2008)

QUARTER 3

LESSON 17 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: God’s Nature That Surrounds Us

- R – A story about nature
W – A thank you note to God for our beautiful nature
S/L – Share ideas about how to take care of God’s nature

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.2	Retell familiar stories	<ul style="list-style-type: none"> • Major events* • Sequence of events • Author’s word choice • Compare/Contrast • Comprehension 	<ul style="list-style-type: none"> • Nature • Wind • Caterpillar • Butterfly • Names of bugs
RL.K.3	Identify characters, settings, and major events		
RL.K.6	Name the author and illustrator and define the role of each		
RL.K.7	Describe the relationship between illustrations and the story		
RL.K.9	Compare and contrast adventures and experiences of characters		
RL.K.10	Engage in group reading activities with purpose and understanding		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Read aloud • Infer/Predict* • Text and graphic features • Author’s purpose and word choice 	<ul style="list-style-type: none"> • Folktale • Fantasy • Nonfiction
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text		
RI.K.5	Identify the front cover, back cover, and title page of a book		
RI.K.6	Name the author and illustrator and define the role of each		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters	<ul style="list-style-type: none"> • Letters in words* • Spaces between words* • Reading with expression* • Blending phonemes • Segment phonemes • Letter G/g 	<ul style="list-style-type: none"> • H.F.W. • Words with G/g • CVC • Sounding out letter sounds
RF.K.1.3	Understand that words are separated by spaces in print		
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.3	Read common high-frequency words by sight		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ	<ul style="list-style-type: none"> • Fluency with accuracy • Comprehension 	
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> • Opinion writing • Informative writing • Explanatory writing 	<ul style="list-style-type: none"> • Write a thank you note to God for the beautiful nature he gave us
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts		
W.K.7	Participate in shared research and writing projects		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.2	Continue a conversation through multiple exchanges	<ul style="list-style-type: none"> • Sharing ideas and accurate information 	<ul style="list-style-type: none"> • Talk about nature

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Proper nouns for people, places and pets* • Sounding out and spell • Voice (I, you, they) • Using words and phrases to answer text questions 		<ul style="list-style-type: none"> • Proper nouns • Multiple-meaning words • Words with G/g
L.K.1.6	Produce and expand complete sentences in shared language activities			
L.K.2.3	Write a letter or letters for consonant and short-vowel sounds			
L.K.2.4	Spell simple words phonetically, drawing on knowledge of sound-letter relationships			
L.K.2.5	Spell untaught words phonetically			
L.K.4.1	Identify new meanings for familiar words and apply them accurately			
L.K.5.3	Identify real-life connections between words and their use			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RESOURCES:

Books: Anasi and Grasshopper (folktale)
From Caterpillar to Butterfly (Informational text)
Frog and Toad are Friends (Harper Collins 1985)
Sun, Snow, Stars, Sky (Penguin 1995)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



QUARTER 3

LESSON 18 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: God Created the Oceans, Seas and Rivers

- R – A story about Oceans
W – Friendly letter about a time at the beach
S/L – Share information about why water is important

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.6	Name the author and illustrator and define the role of each	<ul style="list-style-type: none"> Analyze/Evaluate* Visualize Comprehension 	<ul style="list-style-type: none"> Tide Beach Rivers Ocean Sea Wave
RL.K.7	Describe the relationship between illustrations and the story		
RL.K.10	Engage in group reading activities with purpose and understanding		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.2	Identify the main topic and retell key details	<ul style="list-style-type: none"> Author's Purpose* Figurative Language* Supporting Facts Read for purpose and comprehension Comprehension 	<ul style="list-style-type: none"> Context clues Salt water Fresh water Noah's Ark
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text		
RI.K.4	Ask and answer questions about unknown words		
RI.K.6	Name the author and illustrator and define the role of each		
RI.K.7	Describe relationships between illustrations and the text		
RI.K.8	Identify the reasons an author gives to support points		
RI.K.10	Engage in group reading activities with purpose and understanding		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> Blend phonemes Segment phonemes Letter R/r Blending words Fluency 	<ul style="list-style-type: none"> Words with R C.V.C. H.F.W.
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters		
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels	<ul style="list-style-type: none"> • Directionality (follow words left to right, top to bottom, page by page)* • Read with expression 	
RF.K.3.3	Read common high-frequency words by sight		
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> • Opinion writing • Write about what was read • Using technology to enhance writing • Writing using research 	<ul style="list-style-type: none"> • Fish • Shark/Whale • Friendly letter • Atlantic
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts		
W.K.6	Explore digital tools to produce and publish writing		
W.K.8	Recall information from experiences or gather information from sources to answer a question		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification	<ul style="list-style-type: none"> • Sharing information • Questioning to obtain information • Sharing descriptions about events and places 	<ul style="list-style-type: none"> • Ripple • Atlantic Ocean
SL.K.3	Ask and answer questions to seek help, get information, or clarify something not understood		
SL.K.4	Describe familiar people, places, things, and events/provide detail		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Question words* • Capitalization/Punctuation* 		<ul style="list-style-type: none"> • Fish • ?
L.K.1.2	Use frequently occurring nouns and verbs			
L.K.1.4	Understand and use question words			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



L.K.1.6	Produce and expand complete sentences in shared language activities	<ul style="list-style-type: none"> • Naming and punctuation • Using words to write and respond to text • Verb in future tenses • Poetry 	<ul style="list-style-type: none"> • Canoe • Temperature • Will go • Will pray • Will swim • Will sleep
L.K.2.1	Capitalize the first word in a sentence and the pronoun <i>I</i>		
L.K.2.2	Recognize and name end punctuation		
L.K.5.3	Identify real-life connections between words and their use		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts		

RESOURCES:

Books:

- Atlantic (G. Karas) (Information text)
- If You Ever (Poetry)
- Noah and the Ark
- Jonah and the Whale
- The Deep Blue Sea (Bantam Doubleday Dell Books, 1990)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



QUARTER 3

LESSON 19 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Having fun with God’s Creation

- R – Read a story about having fun in God’s beautiful world
W – Express your opinions in writing about your favorite place to recreate
S/L – Retell the story about how God created the world

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Cause and effect* • Sequence of events* • Questioning techniques • Compare/Contrast • Author’s purpose • Read for comprehension 	<ul style="list-style-type: none"> • Vacation • Recreating • Recreate/Create • Creating fun
RL.K.2	Retell familiar stories		
RL.K.4	Ask and answer questions about unknown words		
RL.K.6	Name the author and illustrator and define the role of each		
RL.K.9	Compare and contrast adventures and experiences of characters		
RL.K.10	Engage in group reading activities with purpose and understanding		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.4	Ask and answer questions about unknown words	<ul style="list-style-type: none"> • Question for answers 	

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Letter sound D/d* • Blending words* • Blend phonemes* • Segment phonemes* • Fluency/Comprehension 	<ul style="list-style-type: none"> • H.F.W. • C.V.C. • Words with D
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.4	Read emergent-reader texts with purpose and understanding		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> • Writing your opinions • Writing to tell a story • Adding description to a story 	<ul style="list-style-type: none"> • Opinions about recreation
W.K.3	Use drawing, dictating, and writing to narrate		
W.K.5	Add drawings or visual displays to descriptions to provide detail		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Retell a story about your favorite place to have fun 	<ul style="list-style-type: none"> • Hobby • Sport • Amusement
SL.K.1.2	Continue a conversation through multiple exchanges		
SL.K.4	Describe familiar people, places, things, and events/provide detail		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.2	Use frequently occurring nouns and verbs	<ul style="list-style-type: none"> • Antonyms* • Pause for punctuation* • Using affixes to make new words • Action verbs 		<ul style="list-style-type: none"> • <u>Recreate</u>/Create • Opposites • Adjectives • Action verbs • Verbs in past tense – ed • Names of punctuation
L.K.1.6	Produce and expand complete sentences in shared language activities			
L.K.2.2	Recognize and name end punctuation			
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word			
L.K.5.2	Demonstrate understanding of verbs and adjectives by relating them to their opposites			
L.K.5.3	Identify real-life connections between words and their use			
L.K.5.4	Distinguish shades of meaning among verbs by acting out the meanings			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RESOURCES:

Books: How Many Stars in the Sky (Tambourine Press, 1991) (Informational Text)
Sheep Take A Hike (Fantasy)
Tomorrow on Rocky Pond (Wm. Morrow & Co.) Narrative
The Three Billy Goats Gruff (Fairytale)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

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QUARTER 3

LESSON 20 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Discovering God’s Goodness

R – A story about God’s love for us.

W – Write a story persuading a friend to look at all the ways God loves us.

S/L – Ask a friend to show you all the ways God shows us goodness.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.2	Retell familiar stories	<ul style="list-style-type: none"> Sequence of events* Retelling with key details* Conclusions* Visualize* 	<ul style="list-style-type: none"> Role Unknown words Context clues
RL.K.4	Ask and answer questions about unknown words		
RL.K.9	Compare and contrast adventures and experiences of characters		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.4	Ask and answer questions about unknown words	<ul style="list-style-type: none"> Unknown word strategies Illustrations/Text Comprehension 	<ul style="list-style-type: none"> Relationship Purpose Understand
RI.K.7	Describe relationships between illustrations and the text		
RI.K.10	Engage in group reading activities with purpose and understanding		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> Blend Phonemes* Words with Dd Segment Phonemes* Letter-sound recognition* Identify and Read H. F. W. Blending words Reading for understanding Directionality Review letters Gg, Dd, Rr and words with short i 	<ul style="list-style-type: none"> H. F. W. Short vowel sounds: ä ě ĭ ō ū Comprehension
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.2.5	Add or substitute phonemes in one syllable words to make new words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.4	Read emergent-reader texts with purpose and understanding		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> Stating your opinion about an issue 	<ul style="list-style-type: none"> Opinion
W.K.5	Respond to questions/suggestions from peers and add details to strengthen writing		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussion	<ul style="list-style-type: none"> Discuss with someone how curiosity could be helpful 	<ul style="list-style-type: none"> Curiosity
SL.K.1.2	Continue a conversation through multiple exchanges		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.2	Use frequently occurring nouns and verbs	<ul style="list-style-type: none"> Verbs – past, present and future Capitalization Synonyms Antonyms Review action verbs Sounding out phonetically 		<ul style="list-style-type: none"> Past, Present, Future Synonyms Opposites Action Words Meaning the same
L.K.2.1	Capitalize the first word in a sentence and the pronoun <i>I</i>			
L.K.2.3	Write a letter or letters for consonant and short-vowel sounds			
L.K.2.4	Spell simple words phonetically, drawing on knowledge of sound-letter relationships			
L.K.2.5	Spell untaught words phonetically			
L.K.4.1	Identify new meanings for familiar words and apply them accurately			
L.K.5.3	Identify real-life connections between words and their use			
L.K.5.4	Distinguish shades of meaning among verbs by acting out the meanings			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books: Exploring Land and Water (Informational text)
Mary Ann (Dutton Children's Books)
The Daddy Book (Silver Press)

QUARTER 3

LESSON 21 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Helping Other People

- R – A story about helping God’s people.
W – Write an informational letter about how we can help other people
S/L – Describe ways to help people in need.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Main ideas and details* • Infer / predict* • Cause / effect* • Compare / contrast* • Comprehension 	<ul style="list-style-type: none"> • Author’s job • Illustrator’s job • How are these jobs similar and help each other
RL.K.2	Retell familiar stories		
RL.K.6	Name the author and illustrator and define the role of each		
RL.K.7	Describe the relationship between illustrations and the story		
RL.K.9	Compare and contrast adventures and experiences of characters		
RL.K.10	Engage in group reading activities with purpose and understanding		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Words ending in “er”, “ir”, “ur”* • Phrasing: Natural pauses* • Substitute phonemes* • Fluency • Letter O • Letter sound short ō 	<ul style="list-style-type: none"> • H. F. W. • Words beginning with O • Words with short ō • Blending sounds with short ō and ĩ.
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts	<ul style="list-style-type: none"> • Informative writing* • Problem solving paragraph 	<ul style="list-style-type: none"> • Pronouns – he, she, we • Making lists
W.K.7	Participate in shared research and writing projects		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.2	Continue a conversation through multiple exchanges	<ul style="list-style-type: none"> • Key ideas and details 	

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Adjectives* • Complete sentences* • Review of short vowel sounds* • Using affixes to root words • Answering questions about a story using phrases and in complete sentences 		<ul style="list-style-type: none"> • Dictionary • Thesaurus • Descriptive words
L.K.1.3	Form regular plural nouns by adding /s/ or /es/			
L.K.1.6	Produce and expand complete sentences in shared language activities			
L.K.2.3	Write a letter or letters for consonant and short-vowel sounds			
L.K.4.1	Identify new meanings for familiar words and apply them accurately			
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of unknown word			
L.K.5.3	Identify real-life connections between words and their use			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books: Simon and Molly plus Hester (Realistic Fiction)
Wilfrid Gordon McDonald Partridge (Kane/Miller Publishers, 1985)
Miss Tizzy (Simon & Schuster Books)

QUARTER 3

LESSON 22 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: We Grow in God's Love

R – A story about growing with God.

W – Answer the question – How we show that God loves us as we grow.

S/L – Explore how Baptism helps us grow in God's love.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.2	Retell familiar stories	<ul style="list-style-type: none"> • Main ideas and details* • Infer / predict* • Cause and effect* • Comprehension • Story structure 	<ul style="list-style-type: none"> • Mature • Develop • Strengthen
RL.K.3	Identify characters, settings and major events		
RL.K.6	Name the author and illustrator and define the role of each		
RL.K.9	Compare and contrast adventures and experiences of characters		
RL.K.10	Engage in group reading activities with purpose and understanding		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Key details • Author's purpose • Illustrator's purpose • Making connections • Sequence of events* 	<ul style="list-style-type: none"> • Who, how, when, where, what, why
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text		
RI.K.4	Ask and answer questions about unknown words		
RI.K.6	Name the author and illustrator and define the role of each		
RI.K.10	Engage in group reading activities with purpose and understanding		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters	<ul style="list-style-type: none"> • Phrasing: Natural pause* • Words with – er, ir, ur* • Substitute phonemes • Blend and segment phonemes • Letter sounds: x, j* • Blending words* 	<ul style="list-style-type: none"> • H. F. W. • C V C • Adding affixes to make new words • Making lists of words of frequent sounds
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.KI.2.5	Add or substitute phonemes in one syllable words to make new words		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant	<ul style="list-style-type: none"> • Reading rate • Analyze / Evaluate* 	<ul style="list-style-type: none"> • Expression with words
RF.K.3.3	Read common high-frequency words by sight		
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts	<ul style="list-style-type: none"> • Organization • Writing to inform 	<ul style="list-style-type: none"> • Write lists • Number lists
W.K.3	Use drawing, dictating, and writing to narrate		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification	<ul style="list-style-type: none"> • Questioning techniques through asking • Clarifying 	<ul style="list-style-type: none"> • Clarify • Express
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Antonyms* • Pronouns* • Punctuation* • Verbs, adjectives, nouns • Affixes to root words* 		<ul style="list-style-type: none"> • They, it, I • ? ! . • Opposites • Similar • Root words
L.K.2.1	Capitalize the first word in a sentence and the pronoun <i>I</i>			
L.K.2.2	Recognize and name end punctuation			
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word			
L.K.5.2	Demonstrate understanding of verbs and adjectives by relating them to their opposites			
L.K.5.3	Identify real-life connections between words and their use			

RESOURCES:

Books: If Tammy Toucan Can, You Can
Where Butterflies Grow (E.P. Dutton)

A Tiger Grows Up (Informational text)
What Can a Baby Animal Do? (Informational text)

QUARTER 4

LESSON 23 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: How we can grow closer to God

- R – A story about loving God.
W – Organize a list of things you can do to grow closer to God.
S/L – Remember the most important details about going to Church.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.4	Ask and answer questions about unknown words	<ul style="list-style-type: none"> Visualize Comprehension 	
RL.K.10	Engage in group reading activities with purpose and understanding		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Topics that are similar* Sequence of events* Text and graphic features* Conclusion* Summarize* Comprehension 	<ul style="list-style-type: none"> Venn Diagram Remembering key details
RI.K.2	Identify the main topic and retell key details		
RI.K.6	Name the author and illustrator and define the role of each		
RI.K.7	Describe relationships between illustrations and the text		
RI.K.9	Identify similarities in and differences between texts on the same topic		
RI.K.10	Engage in group reading activities with purpose and understanding		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters	<ul style="list-style-type: none"> Letter sound short e Letter E Blending words Blend and segment phonemes Syllables in spoken words Suffixes y, ly, ful Fluency 	<ul style="list-style-type: none"> H. F. W. Making new words from one syllable words Naming and knowing 5 vowel sounds
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.5	Add or substitute phonemes in one syllable words to make new words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts	<ul style="list-style-type: none"> • Informational paragraph • Informative writing 	<ul style="list-style-type: none"> • Listing information gathered
W.K.8	Recall information from experiences or gather information from sources to answer a question		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification	<ul style="list-style-type: none"> • Remembering the most important details • Describing using adjectives 	<ul style="list-style-type: none"> • Providing detail • Clarifying
SL.K.4	Describe familiar people, places, things, and events/provide detail		
SL.K.5	Add drawings or visual displays to descriptions to provide detail		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.1	Print upper- and lowercase letters	<ul style="list-style-type: none"> • Proper Nouns for days and months • Making nouns plural • Labeling categories • Nouns / Verbs 		<ul style="list-style-type: none"> • Plural • Singular • Proper • Common • Making a list of alike
L.K.1.2	Use frequently occurring nouns and verbs			
L.K.1.3	Form regular plural nouns by adding /s/ or /es/			
L.K.4.1	Identify new meanings for familiar words and apply them accurately			
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent			
L.K.5.3	Identify real-life connections between words and their use			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books: Zinnia's Flower Garden (Informational text)
The Carrot Seed (Harper Collins)

Uncle Willie and the Soup Kitchen (Wm. Morrow & Co.)

QUARTER 4

LESSON 24 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: God’s Creations of Colors

- R – A book about animals that turn colors
W – Write a report on how animals can protect themselves.
S/L – Play a guessing game about what colors animals turn and why.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Conclusions* • Compare/Contrast 	<ul style="list-style-type: none"> • Monitor / Clarify* 	<ul style="list-style-type: none"> • Characters • Adventures • Adapt • Disguise
RL.K.9	Compare and contrast adventures and experiences of characters			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.2	Identify the main topic and retell key details	<ul style="list-style-type: none"> • Author’s purpose* • Directionality • Supporting details • Similarities / differences • Comprehension • Reading the picture 		<ul style="list-style-type: none"> • Chameleon • Camouflage • Protection • Natural surroundings • Sort • Prey • Danger
RI.K.5	Identify the front cover, back cover, and title page of a book			
RI.K.6	Name the author and illustrator and define the role of each			
RI.K.8	Identify the reasons an author gives to support points			
RI.K.9	Identify similarities in and differences between texts on the same topic			
RI.K.10	Engage in group reading activities with purpose and understanding			

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Letter sounds • Pause for punctuation • Concept of print • Listing words beginning with sound • Long and short vowel review • Comprehension 		<ul style="list-style-type: none"> • H. F. W. • Words starting with H, K • Words with h, k • Blending words
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters			
RF.K.1.4	Recognize and name all upper- and lowercase letters			
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.2.5	Add or substitute phonemes in one syllable words to make new words			
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts	<ul style="list-style-type: none"> Write a report Model how to write a report 	<ul style="list-style-type: none"> Listing facts Title
W.K.5	Respond to questions/suggestions from peers and add details to strengthen writing		
W.K.8	Recall information from experiences or gather information from sources to answer a question		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> Play a guessing game about certain animals that change colors for survival 	<ul style="list-style-type: none"> Predator Rules for playing games
SL.K.1.2	Continue a conversation through multiple exchanges		
SL.K.3	Ask and answer questions to seek help, get information, or clarify something not understood		
SL.K.4	Describe familiar people, places, things, and events/provide detail		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.4	Understand and use question words	<ul style="list-style-type: none"> Name and make ending punctuation marks Use words and phrases to respond Classify and categorize Capitalize first word in sentence and pronoun I 		<ul style="list-style-type: none"> ? ! . Affixes Apply affixes to words
L.K.2.2	Recognize and name end punctuation			
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word			
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent			
L.K.5.3	Identify real-life connections between words and their use			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

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RESOURCES:

Books: Red Eyes or Blue Feathers (Informational text)
Chameleon Chameleon (Informational text)
The Deep Blue Sea (Bantan Doubleday Dell Books)
Sun Snow Stars Sky (Penguin 1995)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



QUARTER 4

LESSON 25 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: God’s Miracles

- R – Fishes and Loaves
W – Write a story about Jesus’ miracle of the Fishes and Loaves.
S/L – Informing why it’s necessary to feed the hungry

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.4	Ask and answer questions about unknown words	<ul style="list-style-type: none"> • Author’s and illustrator’s purpose • Comprehension 		
RL.K.6	Name the author and illustrator and define the role of each			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Text and graphic features* • Summarize* • Sequence of Events* • Similarities / Differences 		<ul style="list-style-type: none"> • Synonyms • Antonym • Identify • Conclusion
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text			
RI.K.4	Ask and answer questions about unknown words			
RI.K.7	Describe relationships between illustrations and the text			
RI.K.9	Identify similarities in and differences between texts on the same topic			

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> • Read with expression* • Blend and segment phonemes* • Review letters Oo (short ɔ), Xx, Jj, Ee (short ě), Hh, Kk * • Words with short ɔ • Words with short ě • Fluency and comprehension 		<ul style="list-style-type: none"> • Words starting with X, J, H, K • Words with X, J, H, K • Words with short /ɔ/ And short /ě/
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters			
RF.K.1.4	Recognize and name all upper- and lowercase letters			
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.2.5	Add or substitute phonemes in one syllable words to make new words			
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant			
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels			
RF.K.3.3	Read common high-frequency words by sight			
RF.K.4	Read emergent-reader texts with purpose and understanding			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> • Reports • Dictate facts • Composing on the computer • Finding information 	<ul style="list-style-type: none"> • Fact • Opinion • Research • Information
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts		
W.K.5	Respond to questions/suggestions from peers and add details to strengthen writing		
W.K.6	Explore digital tools to produce and publish writing		
W.K.7	Participate in shared research and writing projects		
W.K.8	Recall information from experiences or gather information from sources to answer a question		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> • Share ideas • Questioning techniques 	<ul style="list-style-type: none"> • Clarify • Discuss
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification		
SL.K.3	Ask and answer questions to seek help, get information, or clarify something not understood		

LANGUAGE – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
L.K.2.1	Capitalize the first word in a sentence and the pronoun <i>I</i>	<ul style="list-style-type: none"> • Exclamations! * • Capitalization and Punctuation * 	<ul style="list-style-type: none"> • ! ? .
L.K.2.2	Recognize and name end punctuation		
L.K.2.3	Write a letter or letters for consonant and short-vowel sounds		
L.K.2.4	Spell simple words phonetically, drawing on knowledge of sound-letter relationships		
L.K.2.5	Spell untaught words phonetically		
L.K.5.3	Identify real-life connections between words and their use		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RESOURCES:

Books: This Year's Garden (Simon & Schuster)
Mighty Tree (Harcourt Brace & Co. 1992)
Bread Comes to Life (Informational text)
From Apple Tree to Store (Informational text)
Uncle Willie & the Soup Kitchen (Wm. Morrow & Co.)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

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QUARTER 4

LESSON 26 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Catholic Values

- R – A parable about Catholic Values
W – Write a parable about how God wants us to live.
S/L – Talk to classmates about trying your best to be kind to everyone.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.2	Retell familiar stories	<ul style="list-style-type: none"> Visualize* Fantasy vs. Realistic text* Comprehension* 		<ul style="list-style-type: none"> Make believe Non-Fiction Fiction Fantasy
RL.K.4	Ask and answer questions about unknown words			
RL.K.5	Recognize common types of texts			
RL.K.10	Engage in group reading activities with purpose and understanding			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.4	Ask and answer questions about unknown words		<ul style="list-style-type: none"> Clarification* 	

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.4	Recognize and name all upper- and lowercase letters	<ul style="list-style-type: none"> Substitute phonemes Letters Uu short /ũ/ Blending words H.F.W. with accuracy and fluency Comprehension Pause for punctuation 		<ul style="list-style-type: none"> Words beginning with U Words with ũ H. F. W. Recognizing punctuation in reading
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.2.5	Add or substitute phonemes in one syllable words to make new words			
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant			
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels			
RF.K.3.3	Read common high-frequency words by sight			
RF.K.4	Read emergent-reader texts with purpose and understanding			

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> Response writing 	<ul style="list-style-type: none"> Expressing your opinion

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification	<ul style="list-style-type: none"> • Details • Expression • Clarifying 	
SL.K.4	Describe familiar people, places, things, and events/provide detail		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.2	Use frequently occurring nouns and verbs	<ul style="list-style-type: none"> • Singular and plural nouns • Antonyms • Verbs • Responding in words and phrases 		<ul style="list-style-type: none"> • Singular • Plural • Responding with a phrase • Affixes to words
L.K.1.3	Form regular plural nouns by adding /s/ or /es/			
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word			
L.K.5.2	Demonstrate understanding of verbs and adjectives by relating them to their opposites			
L.K.5.3	Identify real-life connections between words and their use			
L.K.5.4	Distinguish shades of meaning among verbs by acting out the meanings			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books:

- Bravo, Tanya (Philmel Books)
- Dinosaurs Alive and Well! (Little, Brown & Co.)
- The Puppy Chased the Sunbeams (Poetry)
- Kitten's First Full Moon (Fiction)

QUARTER 4

LESSON 27 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: My Loving Family

- R – Read about Jesus' Family
W – Write a response to My Role in My Family.
S/L – Tell how I help in my family.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Compare / Contrast* Understanding characters* 	<ul style="list-style-type: none"> Family tree
RL.K.2	Retell familiar stories		
RL.K.3	Identify characters, settings, and major events		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> Conclusions* Visualize* Comprehension* Monitor / clarify 	<ul style="list-style-type: none"> Conclusion Visualize
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text		
RI.K.4	Ask and answer questions about unknown words		
RI.K.10	Engage in group reading activities with purpose and understanding		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/page by page	<ul style="list-style-type: none"> Letters Ll, Ww Blending words Reading with fluency and expression H. F. W. 	<ul style="list-style-type: none"> H. F. W. Words that start with L, W Words that have l and w.
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.2.5	Add or substitute phonemes in one syllable words to make new words		
RF.K.3.3	Read common high-frequency words by sight		
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.4	Read emergent-reader texts with purpose and understanding		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> Giving reasons in writing 	<ul style="list-style-type: none"> Responding to questions

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.2	Continue a conversation through multiple exchanges	<ul style="list-style-type: none"> Talk about why you love to celebrate events and go places with your family 	<ul style="list-style-type: none"> Celebrate Travel
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification		
SL.K.3	Ask and answer questions to seek help, get information, or clarify something not understood		
SL.K.4	Describe familiar people, places, things, and events/provide detail		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.2	Use frequently occurring nouns and verbs	<ul style="list-style-type: none"> Subject / verb agreement 		<ul style="list-style-type: none"> Past, Present, Future Singular, Plural
L.K.4.2	Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word			
L.K.5.3	Identify real-life connections between words and their use			

RESOURCES:

Books:

- Grandma Gets Grumpy (Clarion Books)
- The Daddy Book (Silver Press)
- Fathers, Mothers, Sisters, Brothers (Little Brown & Co.)
- One of Three (Realistic Fiction)
- Someone Bigger (fiction)

QUARTER 4

LESSON 28 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Helping God's People

- R – Read The Giant Hug
W – Convince people why it is important to help others.
S/L – Share ideas with classmates on how you can help people.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.2	Retell familiar stories	<ul style="list-style-type: none"> • Story structure* • Infer / Predict* • Fantasy* • Comprehension 		<ul style="list-style-type: none"> • In need • Assisting • Encourage • Considerate
RL.K.3	Identify characters, settings, and major events			
RL.K.6	Name the author and illustrator and define the role of each			
RL.K.7	Describe the relationship between illustrations and the story			
RL.K.10	Engage in group reading activities with purpose and understanding			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.4	Ask and answer questions about unknown words		<ul style="list-style-type: none"> • Clarify 	

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.4	Recognize and name all upper- and lowercase letters	<ul style="list-style-type: none"> • Letters Vv, Zz * • Blending words* • Pause for punctuation 		<ul style="list-style-type: none"> • Thoughtful • Loyal • Kind • Loving
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.2.5	Add or substitute phonemes in one syllable words to make new words			
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant			
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels			
RF.K.3.3	Read common high-frequency words by sight			
RF.K.4	Read emergent-reader texts with purpose and understanding			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> Writing research 	<ul style="list-style-type: none"> Shared writing on ways to help
W.K.7	Participate in shared research and writing projects		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussion	<ul style="list-style-type: none"> Sharing ideas 	<ul style="list-style-type: none"> Expressing feelings on helping people
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.2	Use frequently occurring nouns and verbs	<ul style="list-style-type: none"> Subject – verb agreement (past, present, future) * 		
L.K.4.1	Identify new meanings for familiar words and apply them accurately			
L.K.5.3	Identify real-life connections between words and their use			

RESOURCES:

Books:

- The Little Engine that Could (Fantasy)
- You Can Do It Curious George (Fantasy)
- Rachel Parker, Kindergarten Show-Off (Holiday House)
- Best Friends for Frances (Harper Collins)
- Alex is My Friend (Greenwillow Books)

QUARTER 4

LESSON 29 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Being Nice to People

- R – God’s many people
W – Journal how you are nice to your friends.
S/L – Share your ideas about why everybody deserves to be respected.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RL.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Author’s purpose* • Questioning key details 	<ul style="list-style-type: none"> • Key details
RL.K.4	Ask and answer questions about unknown words		
RL.K.6	Name the author and illustrator and define the role of each		
RL.K.7	Describe the relationship between illustrations and the story		

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	<ul style="list-style-type: none"> • Main ideas and details* • Questions* • Author’s purpose* • Comprehension 	<ul style="list-style-type: none"> • Details • Making connections
RI.K.2	Identify the main topic and retell key details		
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text		
RI.K.6	Name the author and illustrator and define the role of each		
RI.K.10	Engage in group reading activities with purpose and understanding		

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus *Key Target	Academic Vocabulary
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters	<ul style="list-style-type: none"> • Track syllables* • Letters Yy, Qq (qu) • Blending words • Reading rate • Types, function of printed materials 	<ul style="list-style-type: none"> • H. F. W. • Words beginning with Y and Q • Words with y and q • “qu”
RF.K.1.3	Understand that words are separated by spaces in print		
RF.K.1.4	Recognize and name all upper- and lowercase letters		
RF.K.2.2	Count, pronounce, blend, and segment syllables in spoken words		
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words		
RF.K.3.1	Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant		
RF.K.3.3	Read common high-frequency words by sight		

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.4	Read emergent-reader texts with purpose and understanding		

WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> • Journaling* • Computers to publish writing • Research 	<ul style="list-style-type: none"> • Gathering information • Sharing ideas about research
W.K.2	Use drawing, dictating, and writing to compose informative/explanatory texts		
W.K.6	Explore digital tools to produce and publish writing		
W.K.7	Participate in shared research and writing projects		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.4	Describe familiar people, places, things, and events/provide detail	<ul style="list-style-type: none"> • Sharing information and ideas* 	<ul style="list-style-type: none"> • Respect • Fair

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.5	Use the most frequently occurring prepositions	<ul style="list-style-type: none"> • Prepositions* • Capitalization 		<ul style="list-style-type: none"> • Prepositions (for, to, with, from, of) • Connecting
L.K.2.1	Capitalize the first word in a sentence and the preposition <i>I</i>			
L.K.5.3	Identify real-life connections between words and their use			
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts			

RESOURCES:

Books:

- Look at Us (Informational)
- The Three Little Pigs (Traditional)
- Baby Brains (fiction)
- The Best-Ever Good-Bye Party (Wm. Morrow & Co.)
- The Two of Them (Greenwillow Books)

QUARTER 4

LESSON 30 – 5 DAYS (EIT)

READING LITERATURE – Kindergarten

Catholic Identity Objectives – Theme: Loving Thy Neighbors

- R – Read a story about loving your neighbor.
W – Journal about a time you showed love to your neighbor.
S/L – Share ideas about ways to help your neighbor.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RL.K.4	Ask and answer questions about unknown words	• Author’s purpose		
RL.K.6	Name the author and illustrator and define the role of each			

READING INFORMATIONAL TEXT – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RI.K.1	Ask and answer questions about key details	• Understanding characters* • Fantasy vs. Realistic text • Summarize • Read with expression • Comprehension		
RI.K.3	Describe the connection between individuals, events, ideas, or information in a text			
RI.K.10	Engage in group reading activities with purpose and understanding			

FOUNDATIONAL SKILLS – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
RF.K.1.1	Follow words from left to right/top to bottom/ page by page	• Directionality • Track syllables • Review letters Aa (short ä), Ee (short ě), Ii (short ĭ) Oo (short ō), Uu (short ŭ) • Blending review • Words with S and “ing”		• Blends • Synonyms • Syllables • Words beginning with A, E, I, O, U • Words with short ä, ě, ĭ, ō, ŭ • Words with “S” and “ing”
RF.K.1.2	Recognize that spoken words are represented by specific sequence of letters			
RF.K.1.4	Recognize and name all upper- and lowercase letters			
RF.K.2.2	Count, pronounce, blend, and segment syllables in spoken words			
RF.K.2.4	Isolate and pronounce sounds in three-phoneme words			
RF.K.3.2	Associate long and short sounds with common spellings for the five major vowels			
RF.K.3.3	Read common high-frequency words by sight			
RF.K.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ			
RF.K.4	Read emergent-reader texts with purpose and understanding			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



WRITING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
W.K.1	Use drawing, dictating, and writing to compose opinion pieces	<ul style="list-style-type: none"> Journaling Computers to publish writing 	<ul style="list-style-type: none"> Details Digital
W.K.5	Respond to questions/suggestions from peers and add details to strengthen writing		
W.K.6	Explore digital tools to produce and publish writing		

SPEAKING & LISTENING – Kindergarten

Standard	Description	Content Focus	Academic Vocabulary
SL.K.1.1	Follow rules for discussions	<ul style="list-style-type: none"> Sharing ideas Read aloud Asking for help 	<ul style="list-style-type: none"> Kindness Generous Considerate Characters
SL.K.2	Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification		
SL.K.3	Ask and answer questions to seek help, get information, or clarify something not understood		
SL.K.4	Describe familiar people, places, things, and events/provide detail		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly		

LANGUAGE – Kindergarten

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
L.K.1.2	Use frequently occurring nouns and verbs	<ul style="list-style-type: none"> Synonyms Prepositions in sentences Identifying and labeling nouns and verbs in a sentence Capitalization Plural by adding s or es Verbs 		<ul style="list-style-type: none"> Prepositions (in, on, out, off, by) Sort Categorize Plural Singular Making connection using prepositions
L.K.1.3	Form regular plural nouns by adding /s/ or /es/			
L.K.1.5	Use the most frequently occurring prepositions			
L.K.1.6	Produce and expand complete sentences in shared language activities			
L.K.2.1	Capitalize the first word in a sentence and the pronoun <i>I</i>			
L.K.2.3	Write a letter or letters for consonant and short-vowel sounds			
L.K.2.4	Spell simple words phonetically, drawing on knowledge of sound-letter relationships			
L.K.2.5	Spell untaught words phonetically			
L.K.5.1	Sort common objects into categories to gain a sense of concepts the categories represent			

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



L.K.5.3	Identify real-life connections between words and their use		
L.K.5.4	Distinguish shades of meaning among verbs by acting out the meanings		

RESOURCES:

Books: I Got Community (Henry Holt & Co.)
Mr. Nick's Knitting (Harcourt Brace & Co.)
Pet Show (Realistic)
Miss Bindergarten Celebrates the Last Day of Kindergarten (Fantasy)

ARCHDIOCESE OF CINCINNATI – LANGUAGE ARTS CURRICULUM MAPPING

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RESOURCES



CATHOLIC SCHOOLS

Developing Talent, Intellect and Souls.

Common Core Resources

Common Core Catholic Identity Initiative:

Resources and guidelines to assist Catholic Schools implement the common core. www.catholicschoolstandards.org/common-core/92-test1

Common Core State Standards Initiative: This is the official site for the CCSS, featuring information about the standards, news, resources, and answers to frequently asked questions. <http://www.corestandards.org/>

National Governors Association: The NGA played a major role in the development of Common Core, so their website is a great place to look for answers about the standards. <http://www.nga.org/cms/home.html>

Council of Chief State School Officers: The other major group behind Common Core is the CCSSO, an organization you can learn more about by visiting their site. <http://www.ccsso.org/>

CCSS Wiki: One simple way to learn more about the CCSS is to visit the program's Wikipedia page, which is packed with useful information on the subject. http://en.wikipedia.org/wiki/Common_Core_State_Standards_Initiative

Common Core 360: Common Core 360 is an educational network that offers webinars, training tools, news, and more to help teachers adapt to the new Common Core standards. http://en.wikipedia.org/wiki/Common_Core_State_Standards_Initiative

Common Core Adoptions by State: The ASCD website offers up information on which states are adopting Common Core, along with links to each Common Core state website. <http://www.ascd.org/common-core-state-standards/common-core-state-standards-adoption-map.aspx>

Common Core Standards App: This iPhone application (it is also available for Android) lets teachers keep essential information about Common Core at their fingertips. <https://itunes.apple.com/us/app/common-core-standards/id439424555?mt=8>

ASCD Common Core Webinars: ASCD is working on new webinars on Common Core for this fall, but educators can take a look at their archived resources from earlier this year in the meantime. <http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx>

Teaching Channel: The Teaching Channel site offers just over 100 videos on Common Core lessons, ideas, and more. [https://www.teachingchannel.org/videos?categories=topics common-core](https://www.teachingchannel.org/videos?categories=topics%20common-core)

Lexile: Is that text at grade level? Use this handy online tool to measure a text for readability. <http://www.lexile.com/analyzer/>

AASL Lesson Plan Database: The American Association of School Librarians has loads of lesson plans and checklists for teachers that fall under Common Core standards. <http://aasl.jesandco.org/>

Resources for Implementing the Common Core State Standards: The Indiana Department of Education offers a number of CCSS resources on their website, including a number of informative articles and videos. <http://www.doe.in.gov/achievement/curriculum/resources-implementing-indianas-common-core-standards>

NC Common Core Support Tools: North Carolina is making it easier for teachers in the state (and in others) to apply Common Core by collecting this incredibly useful set of tools. See how some students are pursuing higher education through. <http://www.dpi.state.nc.us/acre/standards/common-core-tools/>

NYC Common Core Library: Any lingering questions you have about Common Core will undoubtedly be answered by this comprehensive site from the NYC Department of Education. <http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm>

TNCore: Tennessee has built an entire website to help teachers with Common Core, with resources on Math, English, and other disciplines. <http://www.tncore.org/>

CDE Implementation Toolkit: Here, the Colorado Department of Education has a number of design tools teachers can use to move into the new standards. And it's used in higher education, as well. <http://www.cde.state.co.us/sitoolkit/DesignTools.htm>

ODE Model Curriculum: Head to this Ohio Department of Education site to find model curriculum resources for all Common Core subjects. <http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1696&Content=136599>

Common Core Resources

Common Core State Standards-Archdiocese of Chicago common core resources.

<http://ocs.archchicago.org/AcademicExcellence/CommonCoreStateStandards.aspx>

Catholic Cure For Common Core Standards: Resources for Catholic Schools.

<http://acatholiccureforthecommoncorestatestandards.wikispaces.com/home>

ELA Resources - The Common Core Conversation The purpose of compiling this list is to make it so the teacher will be able to take all the words in ... Resources created by and compiled by Drake County, Ohio. Picture. Tips for teaching the Common Core Literacy and ELA Anchor Standards.
<http://www.commoncoreconversation.com/ela-resources.html#sthash.dksa9CXE.dpbs>

Helping Your Child Become a Reader offers dozens of activities families may use to help young children learn the alphabet, play with rhymes, "read" picture books, act out poems, predict what happens next in stories... (Department of Education)
<http://www2.ed.gov/parents/academic/help/reader/index.html>

Reading Planet is designed to help families and children explore the world of books. It features an annotated list of 1,000 children's books that can be browsed by age group, author, or category... (Department of Education) <http://www.rif.org/kids/readingplanet/bookzone.htm>

Reading Rockets: Launching Young Readers features easy-to-do parent tips, video clips and transcripts from interviews with some of the nation's foremost reading experts, motivational e-cards that grandparents and teachers can... (PBS, supported by Department of Education)
<http://www.pbs.org/launchingreaders/>

Reading: Improve Student Performance is a collection of resources for helping all students learn to read well. It includes instructional materials, research reports, and national assessment frameworks and report cards... (Department of Education)
<http://www2.ed.gov/teachers/how/read/edpicks.jhtml?src=ln>

National Reading Panel includes two key publications from the panel: "Put Reading First: Helping Your Child Learn to Read" and "Put Reading First: The Research Building Blocks for Teaching Children to... (Multiple Agencies)
<http://www.nationalreadingpanel.org/Publications/publications.htm>

The Big Read encourages communities to read and discuss novels. Teacher guides, discussion questions, and other information are provided for Fahrenheit 451, My Antonia, The Great Gatsby... (National Endowment for the Arts) <http://www.neabigread.org/>

Children's Literature: Digitized Print Materials provides 50 digitized texts of rare books: The Arabian Nights, A Child's Garden of Verses, Ballad of the Lost Hare, A Christmas Carol, Humpty Dumpty, The Grasshopper Stories, Mother... (Library of Congress)
<http://www.loc.gov/r/rarebook/digitalcoll/digitalcoll-children.html>

Improving Adolescent Literacy: Effective Classroom and Intervention Practices provides five recommendations to improve literacy among adolescents in the upper elementary, middle, and high school grades. The guide is designed for teachers and personnel who work... (Department of Education) http://ies.ed.gov/ncee/wwc/publications_reviews.aspx

Read.gov features classic books online for children and teens. Find the text and illustrations of "Humpty Dumpty," "Mother Goose," "The Three Bears," "Our Flag," "The Arabian Nights," "The... (Library of Congress) <http://www.read.gov/>

International Children's Digital Library aims to make the best in children's literature from around the world available free on the web. It includes nearly 5,000 books in over 50 languages in a child-friendly format for... (International Children's Digital Library, supported by National Science Foundation) <http://en.childrenslibrary.org/index.shtml>

ReadingRockets.org provides teaching strategies, parent tip sheets (11 languages), articles on literacy, interviews with authors and experts, daily reading headlines, a library of web widgets, and other... (ReadingRockets.org, supported by Department of Education)
<http://www.readingrockets.org/>

Between the Lions is based on the PBS children's TV series, and presents a new story each week with related interactive games and activities for kids 4-7. It also recommends books for each episode and... (WGBH, supported by Department of Education) <http://pbskids.org/lions/>

School-Home Links Reading Kit offers four hundred activities for strengthening children's reading and writing skills (one kit for each grade level, kindergarten through 3rd grade). These kits, part of the "Compact... (Department of Education)
<http://www2.ed.gov/pubs/CompactforReading/index.html>

Common Core Resources

Houghton Mifflin Harcourt offers professional development and common core materials. www.hmheducation.com

Journeys Reading K-6

<http://www.hmheducation.com/store/reading/core.php>

Holt McDougal Reading 6-8

<http://www.hmheducation.com/store/literature/literature.php>

Write Source K-12

<http://www.hmheducation.com/store/reading/language-arts.php>

Reading Intervention Programs:

<http://www.hmheducation.com/store/reading/intervention.php>

Leveled Readers:

<http://www.hmheducation.com/store/reading/leveled-reading.php>

Struggling Readers:

<http://www.hmheducation.com/store/reading/strategic-literacy.php>

Assessments:

<http://www.hmheducation.com/store/reading/assessment.php>

International Center for Leadership in Education

- Common Core Resources
- Common Core Research: Rigor & Relevance

<http://www.leadered.com/ccs.html>

Florida Literacy Coalition

- Literacy Resources for Teachers & Students

<http://floridaliteracy.org/index.html>

Vermilion Parish Curriculum Site

- Curriculum Site Map
- Pacing Charts
- 18 Literacy Strategies
- Technology Resources

<http://www.vrml.k12.la.us/curriculum/>

The Florida Center for Reading Research (FCRR)

Student Center Activities Aligned to the Common Core State Standards http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm

Pinterest

An online pinboard.

<http://pinterest.com/search/pins/?q=common+core>

READING WEB TOOLS:

Key Ideas and Details

Cube Creator <http://www.readwritethink.org>

- Students can summarize the key elements in a story, including character, setting, conflict, resolution, and theme.

Craft & Structure

Blabberize <http://www.blabberize.com>

- Make pictures talk
- Demonstrate the character's point of view

Integration of Knowledge & Ideas

Classtools <http://www.classtools.net>

- Interactive graphic organizers
- Compare & Contrast

Common Core Resources

Range of Reading & Level of Text Complexity

Reading A-Z <http://www.readinga-z.com>

- Access to leveled readers
- Read & comprehend complex literature

Responding to Literature

Double Entry Journal <http://www.readwritethink.org>

- Making connections between text-to-self, text-to-text, and text-to world

Comprehension & Collaboration

TitanPad <http://www.titanpad.com>

- Multiple people can work on one document simultaneously.
- Participate effectively in a range of conversations & collaborations

Presentation of Knowledge & Ideas

Sound Cloud <http://www.soundcloud.com>

- Create, record & share sounds
- Speak audibly and express thoughts, feelings, and ideas clearly
- The Preposition by Mrs. Erica

WRITING:

Text Types & Purposes

Essay Map <http://www.readwritethink.org>

- Develop an outline for your writing

Production & Distribution of Writing

Pen.io <http://www.pen.io>

- Fast way to publish content
- Editing, Producing & Publishing Writing

Research to Build & Present Knowledge

iDogo <http://www.dogonews.com>

- Current news articles for kids
- Gather relevant information

Range of Writing

KidBlog <http://www.kidblog.com>

- A free, closed blogging network
- Write routinely over extended time frames

Responding to Literature

Animoto <http://www.animoto.com/education>

- Digital Storytelling
- Create poetry, stories, plays, and other literary forms (e.g., videos, artwork)

LANGUAGE:

Conventions of Standard English

YodaSpeaks <http://www.yodaspeak.co.uk/>

- Convert your English text into Yoda-speaks
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Knowledge of Language

Trapped Punctuation <http://www.bbc.co.uk>

- A fun way to practice proper punctuation
- Choose punctuation for effect

Vocabulary Acquisition & Use

Eye on Idioms <http://www.readwritethink.org>

- View the literal representations of idioms and then examine the metaphorical meanings of the idioms
- Recognize and explain common idioms

Books about Faith

Source: Kealy, Catherine M., MA, MS and Robert J. Kealy, EdD. A Working Reading List for Catholic School Students. NCEA. 2003.

Grades PK-2

A Spiritual Alphabet Book, Holly Bea
A Walk Through Our Church, Gertrud Mueller Nelson
America: A Patriotic Primer, Lynne Cheney
But I Waaant It, Dr. Laura Schlessinger
Easter, Gail Gibbons
God is Here...When Bad things Happen, Martha Mary Moss, FSP and Thomas Groome
I Learn About Jesus, Mary Elizabeth Tebo, FSP
I'm Gonna Like Me: Letting off a Little Self-Esteem, Jamie Lee Curtis
Impatient Pamela Asks: Why are My Feet so Huge? Mary Koski
It's Great to Be Catholic, Susan Heybeer O'Keefe
Lizzy's Do's and Don'ts, Jessica Harper
St. Patrick's Day, Gail Gibbons
The Carrot Seed, Ruth Krauss
The Christmas Humbugs, Colleen Monroe
The Hunter and the Animals: A Wordless Picture Book, Tomie de Paola
The Littlest Angel, Charles Tazewell
The Polar Express, Chris Van Allsburg
The Snowy Day, Jack Keats
The Story of the Pilgrims, Katharine Ross
What You Will See in a Catholic Church, Michael Keane
Where Does God Live? Holly Bea
Winnie the Pooh, Friendship Day, Nancy Parent

Grades 3-5

A Matter of Conscience: The Trial of Anne Hutchinson, Joan Kane Nichols
Alice's Adventures in Wonderland and Through the Looking Glass, Lewis Carroll
Around the World in a Hundred Years: From Henry the Navigator to Magellan, Jean Fritz
Big Red, Jim Kjelgaard
Derek Jeter: Surefire Shortstop, Bob Schnakenberg
Fourth Grade Rats, Jerry Spinelli
Loyola Kids' Book of Saints, Amy Welborn
Oh Baby! Katie Kazoo Switcheroo, Nancy E. Krulik
Saint Edith Stein: Blessed by the Cross, Mary Lea Hill, FSP
Saint Elizabeth Ann Seton: Daughter of America, Jeanne Marie Grunwell
Saint Isaac Jogues: With Burning Heart, Christine Virginia Orfeo, FSP and Elizabeth Tebo, FSP
Shiloh, Phyllis Reynolds
Story of Our Lady of Guadalupe: The Three People, Four Days, Many Miracles, J. Janda
Talkin' About Bessie, Nikki Grimes
The Last Dog on Earth, Daniel Ehrenhaft
The Little Princess, Frances Hodgson Burnett
The People Could Fly, Virginia Hamilton
What Whole You: Creativity, Jeannie Kim
Window on the Deep: The Adventure of Underwater Explorer Sylva Earle, Andrea Conley

Grades 6-8

A Night to Remember, Walter Lord
Bill Peet: An Autobiography, Bill Peet
Celebrations: A New Anthology of Black American Poetry, Arnold Adoff, ed
Chapters: My Growth as a Writer, Lois Duncan
Chicken Soup for the Christian Teenage Soul: Stories of Faith, Love, Inspiration and Hope,
Jack Canfield ed.
Chicken Soup for the Preteen Soul: 101 Stories of Change, Choices and Growing Up for Kids,
Ages 10-13, Jack Canfield, ed
Chicken Soup for the Teenage Soul: 101 Stories of Life, Love and Learning, Jack Canfield ed
Father McBride's Teen Catechism: Based on the Catechism of the Catholic Church, Alfred
McBride
Father Michael Judge: An Authentic American Hero, Michael Ford
Gideon's People, Carolyn Meyer
Grace Hopper: Navy Admiral and Computer Pioneer, Charlene W. Billings
How do You Spell God? Rabbi Marc Gellman and Monsignor Thomas Hartman
I Know Why the Caged Bird Sings, Maya Angelou
Living the Questions Jesus Asks, John M. Vitek
My Many Colored Days, Dr. Seuss
No Place to be: Voices of Homeless Children, Judith Berck
Road from Coorain, Jill K. Conway
Rough Sketch Beginning, James Berry
Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood, Judith Ortiz Cofer
Stopping for Death: Poems of Death and Loss, Carol Ann Duffy, ed
Stretch Your Wings: Famous Black Quotations for Teens, Lucille Usher Freeman and Janet
Cheatham Bell
The Catholic Youth Bible, Brian Singer-Towns, ed
Under the Eye of the Clock, Christopher Nolan

Books about Hope

Source: Kealy, Catherine M., MA, MS and Robert J. Kealy, EdD. A Working Reading List for Catholic School Students. NCEA. 2003.

Grades PK-2

A is for America: An American Alphabet, Devin Scillian
A Terrible Thing Happened: A Story for Children Who Have Witnessed Violence or Trauma, Margaret M. Holmes
Amelia and Eleanor Go for a Ride: Based on a True Story, Pam Munoz Ryan
Angelina Ballerina, Katherine Holabird
Caterpillar's Wish, Mary Murphy
Corduroy, Don Freeman
Cosmos Zooms, Arthur Howard
Everything on a Waffle, Polly Horvath
Jessica's X-Ray, Pat Zonta
Martin's Big Words, Doreen Rappoport
Painted Chest, Judith Christine Mills
Sleepy Angel's First Bedtime Story, Tara Malanga and Susan Heyboer O'Keefe
St. Francis in San Francisco, Jack Wintz, OFM
The Delany Sisters Reach High, Amy Hill Hearth
The Dinosaurs of Waterhouse Hawkins, Barbara Kerley
The Little House, Virginia Lee Burton
The Little Prairie House, Laura Ingalls
The Lord's Prayer, Lois Rock
The Missing Piece, Ahel Silverstein
The Story of Ferdinand, Munro Leaf

Grades 3-5

After the Funeral, Jane Loretta Winsch
Ahyoka and the Talking Leaves, Peter Roop and Connie Roop
Animals Who Have Won Our Hearts, Jean Craighead George
Earth from Above for Young Readers, Yann Arthus-Bertrand
Flight: The Journey of Charles Lindbergh, Robert Burleigh
Into the Woods: John James Audubon Lives His Dreams, Robert Burleigh
Journey to Christmas: A Yuletide Story for Children of All Ages, Wayne Skinner
Not Just Tutus, Rachel Isadore
Of Beetles and Angels: A Boy's Remarkable Journey from a Refugee Camp to Harvard, Mawi Asgedom
One the Ice... Mario Lemieux, Matt Christopher
Sadako and the Thousand Paper Cranes, Eleanor Coerr
Sarah, Plan and Tall, Patricia McLaughlin
So You Want to be an Inventor? Judith St. George
Tales from Gold Mountain, Paul Yee
The Boy Who Sailed with Columbus, Richard Seaver
The Keeping Quilt, Patricia Polacco
The Lost Children, Paul Goble
The Man Behind the Magic: The Story of Walt Disney, Katherine and Richard Greene
The Moon of the Alligators, Jean Craighead George
The Wright Brothers: How They Invented the Airplane, Russell Freedman

Grades 6-8

A Gathering of Flowers: Stories about Being Young in America, Joyce Carol Thomas, ed

Barrio Boy, Ernesto Galarza

Chattanooga Sludge, Molly Bang

Corazon Aquino, Howard Chua-Eoan

Dead Bird Singing, Marc Talbert

Halsey's Pride, Lynn Hall

I Will Remember You. What to Do When Someone You Love Dies: A Guidebook Through Grief for Teens, Laura Dower

Julie, Jean Craighead George

Land of Hope, Joan Lowery Nixon

Last Summer with Maizon, Jacqueline Woodson

Listen for the Singing, Jean Little

Mama, Let's Dance, Patricia Hermes

Picking Up the Pieces, Patricia Calvert

Remembering Mog, Colby Rodowsky

Satchmo's Blues, Alan Schroeder

The New Americans, Brent and Melissa Ashabranner

The Yearling, Marjorie Kennan Rawlings

Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories, Beth S. Atkin

Voyage of the Lucky Dragon, Jack Bennett

Yellow Raft in Blue Water, Michael Dorris

Books about Love

Source: Kealy, Catherine M., MA, MS and Robert J. Kealy, EdD. A Working Reading List for Catholic School Students. NCEA. 2003.

Grades PK-2

Duckling Days, Karen Wallace
Giraffes Can't Dance, Giles Andreae
Goldilocks and the Three Bears, Cheyenne Cisco
Good Job, Little Bear, Martin Waddell
Jumbo's Lullaby, Laura Krauss Melmed
Leo the Lop, Stephen Cosgrove
Little Bunny's Sleepless Night, Carol Roth
Look and See What God Gave Me, Sally Anne Conan
Love Is, Wendy Anderson Halperin
Love You Forever, Robert Munsch
Love You Until, Lisa McCourt
Make Way for Ducklings, Robert McCloskey
Me, Myself and I, Diaz, Fernando
Mike Mulligan and His Steam Shovel, Virginia Lee Burton
My Monster Mama Loves Me So, Laura Leuck
Puppy Love, Christine Simpson
Tell Me Again About the Night I Was Born, Jame Lee Curtis
The Lion and the Mouse, Cheyenne Cisco
The Little Shepherd, Sally Anne Conan
The Velveteen Rabbit, Margery Williams Bianco
Violets and Vegetables, Anne Miranda
What Bear Cubs Like to Do, Deborah Eton
You Are My Love, Maryann E. Cusimano
You are Special, Max Lucado

Grades 3-5

Amber on the Mountain, Tony Johnson
Belle Pratter's Boy, Ruth White
Blister, Susan Shreve
Bridge to Terabithia, Katherine Paterson
Changing Places: A Kid's View of Shelter Living, Maggie Calofsky
Chicken Sunday, Patricia Polacco
Deaf Child Crossing, Marlee Matlin
Go Fish, Mary Stolz
Halmoni and the Picnic, Sook Nyul Choi
Heidi, Johanna Spyri
I Meet Jesus: He Tells Me, "I Love You", Jean Vanier
Miracle's Boy, Jacqueline Woodson
Silent to the Bone, E.L. Konigsburg
Somebody Love You, Mr. Hatch, Eileen Spinelli
The Family Under the Bridge, Natalie Savage Carlson
The Flip Flop Girl, Katherine Patterson
The Moffats, Eleanor Estes
The Witch of Blackbird Pond, Elizabeth George Speare
Train to Somewhere, Eve Bunting
Understood Betsy, Dorothy Canfield Fisher

What Would Joey Do? Jack Gantos

Grades 6-8

After the Rain, Norma Fox Mazur

Anne of Green Gables, L.M. Montgomery

Beyond Providence, Steven Schur

Choice of Weapons, Gordon Parks

Dacey's Song, Cynthia Voight

Don't Sweat the Small Stuff for Teens, Richard Carlson

Going Home, Nicholas Mohr

I Heard the Owl Call My Name, Margaret Cramen

Little Women, Louisa May Alcott

Lupita Manana, Patricia Beatty

Midnight Hour Encores, Bruce Brooks

No Body's Perfect: Stories by Teens about Body Image, Self-Acceptance and the Search for Identity, Kimberly Kerberger

Old Friends, Barbara D. Livingston

Phoenix Rising: Or How to Survive Your Life, Cynthia D. Grant

Rainbow Jordan, Alice Children

Randall's Wall, Carol Fenner

Summer of the Swans, Betsy Byars

The Clay Marble, Minfong Ho

The Joy Luck Club, Amy Tan

The Measure of our Success: A Letter to My Children and Yours, Marian Wright Edelman

The Poppy Seeds, Clyde Robert Bulla

Where the Flame Trees Bloom, Alma Flor Ada

Books about Community

Source: Kealy, Catherine M., MA, MS and Robert J. Kealy, EdD. *A Working Reading List for Catholic School Students*. NCEA, 2003.

Grades PK-2

A Chair for my Mother, Vera B. Williams
A Tale from Paleface Creek, Robert F. Morneau
Around the Neighborhood, Carter Diaz
Arthur Babysits, Marc Brown
At Space Camp, Suzanne Martinucci
Babe, The Gallant Pig, Dick King-Smith
Boundless Grace, Mary Hoffman
Families, Families, John Diaz
Feathers and Fools, Mem Fox
It's My Birthday, Too! Lynne Jonell
Jake Johnson: The Story of a Mule, Tres Seymour
Madeline, Ludwig Bernelmans
Maria's Secret, June Toretta-Funentes
Millions of Cats, Wanda Gag
Moonlight Miracle, Tony Magliano
Mother Goose Around the World, Gerner Fehlau
Red Light, Green Light, Mama and Me, Cari Best
The Brand New Kid, Katie Couric
The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear, Don and Audrey Wood
The Story of Babar, Jean de Brunhoff
Wait for Me, Bonita Ferraro
We Share Everything, Robert Munsch
What if the Zebras Lost Their Stripes? John Reitano

Grades 3-5

All-of-a-Kind Family, Sydney Taylor
Because of Anya, Margaret Peterson Haddix
Class President, Johanna Hurwitz
Henry Huggins, Beverly Cleary
If You Give a Pig a Pancake, Laura Joffe Numeroff
Lassie Come Home, Rosemary Wells
Locomotion, Jacqueline Woodson
Monkey Island, Paula Fox
Nobody's Family is Going to Change, Louise Fitzhugh
Remote Man, Elizabeth Honey
Shalinar's Song, Daniel J. Porter
Surviving the Applewhites, Stephanie S. Tolan
Tails of the Bronx: A Tale of the Bronx, Jill Pinkwater
Take Two, They're Small, Elizabeth Levy
The Cabin Faced West, Jean Fritz
The Hundred Dresses, Eleanor Estes
The Impossible Journey, Gloria Whelan
The Indian in the Cupboard, Lynne Reid Banks
Troubles's Child, Mildred Pitts Walter

Grades 6-8

And One for All, Theresa Nelson

Cheaper by the Dozen, Frank Gilbreth, Jr. and Ernestine Gilbreth Carey

Home Before Dark, Sue Ellen Bridgers

Indian Chiefs, Russell Freedman

Justin and the Best Biscuits in the World, Mildred P. Walter

Making a Difference: The Story of an American Family, Margaret Hodges

My Indian Boyhood, Luther Standing Bear

My Name is America, Ann L. Burns

Nightjohn, Gary Paulsen

Pacific Crossing, Gary Soto

Rachel and Her Children, Jonathon Kozol

S. O. R. Losers, Avi

Strings: A Gathering of Family Poems, Paul B. Janeczko

The Lost Garden, Laurence Yep

The Magic Shell, Nocholas Mohr

The Sunita Experiment, Mitali Perkins

The View from Saturday, E.L. Konigsburg

This Same Sky, Naomi Shihab Nye

Travels with Charley: In Search of America, John Steinbeck

When the Phone Rang, Harry Mazer

Books about Justice

Source: Kealy, Catherine M., MA, MS and Robert J. Kealy, EdD. A Working Reading List for Catholic School Students. NCEA. 2003.

Grades PK-2

A Coat of Cats, Jeri Kroll
A Picture Book of Anne Frank, David Adler and Karen Ritzill
Angel Child, Dragon Child, Michele Maria Surat
Charlie and the Chocolate Factory, Roald Dahl
Election Day, Patricia J. Murphy
Extraordinary Girls, Maya Ajmera
Freedom Summer, Debbie Wiles
From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs, Amy Cohn
Goin' Someplace Special, Patricia McKissack
Hurry Up, Harry, Kathleen Szaj
Peace Begins with You, Katherine Scholes
Singing with Momma Lou, Linda Jacobs Altman
Sniffles, Stephen Cosgrove
Somewhere Today a Book of Peace, Shelley Moor Thomas
The Ant Bully, John Nickle
The Lorax, Dr. Seuss
The Meanest Thing to Say, Bill Cosby
The Pokey Little Puppy, Janette Sebring Lowrey
The Supreme Court, Quirir Patricia Ryon
Uncle Willie and the Soup Kitchen, Dyanne Disalvo-Ryan
We the Kids: The Preamble to the Constitution of the United States, David Catrow
When Marian Sang: The True Recital of Marian Anderson, Pam Munoz Ryan

Grades 3-5

The Bracelet, Yoshiko Uchida and Joanna Yardley
Chief Joseph, War Chief of the Nez Perce, Russell G. Davis
Crispin: The Cross of Lead, Avi
The Declaration of Independence: The Words that Made America, Sam Fink
I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944, Hana Volavkova
The Journal of Ben Uchida, Citizen 13559, Mirror Lake Internment Camp, Barry Denenberg
Juneteenth: A Celebration of Freedom, Charles A. Taylor
Kids at Work: Lewis Hine and the Crusade Against Child Labor, Russell Freedman
La Causa: The Migrant Farmworker's Story, Richard Larios
Let It Shine: Stories of Black Women Fighters, Andera Davis Pinkey
Money Hungry, Sharon Flake
Pink and Say, Patricia Polacco
Roll of Thunder, Hear My Cry, Mildred D. Taylor
They Shall Be Heard: Susan B. Anthony and Elizabeth Cady Stanton, Kate Connell and Alex Haley eds
A Voice of Her Own: The Story of Phillis Wheatly, Slave Poet
We the Kids: The Preamble to the Constitution of the U.S., David Catrow
We Want Jobs! A Story of the Great Depression, Jan N. Jones
Witness, Karen Hesse
When Justice Failed: the Fred Korematsu Story, Steven A. Chin

Grades 6-8

Adem's Cross, Alice Mead

Caleb's Choice, G. Clifton Wisler

Democracy and Race: Asian Americans and World War II, R. Takaki

Dragon's Gate, Lawrence Yep

I Have a Dream: The Life and Words of Martin Luther King, Jr., Jim Haskins

Irrepressible Spirit: Conversations with Human Rights Activists, Susan Kuklin

Just Like Martin, Ossie Davis

Lyddie, Katherine Peterson

Nothing but the Truth, Avi

Raining Fire, Marion Dane Bauer

Rumors at School, Dennis M. Doyle and Patrick Doyle

The Land, Mildred D. Taylor

The Los Angeles Riots: America's Cities' Crisis, John Salak

The Moon Bridge, Marcia Savin

The Other Side of Truth, Beverley Naidoo

The Star Fisher, Lawrence Yep

Touching Spirit Bear, Ben Mikaelson

Books about Courage

Source: Kealy, Catherine M., MA, MS and Robert J. Kealy, EdD. A Working Reading List for Catholic School Students. NCEA. 2003.

Grades PK-2

A Girl Named Helen Keller, Margo Lundell
Arthur and the Sword, Thomas Malory
Arthur Lost and Found, Marc Brown
Brave Irene, William Steig
Cabbage Rose, M.C. Helldorfer
Fireboat: The Heroic Adventure of John J. Harvey, Naira Kalman
Herb, The Vegetarian Dragon, Jules Bass
Monster Moments, Daniel J. Porter
New York's Bravest, Mary Pope Osborne
Quiet, Wyatt! Bill Maynard
Sometimes You Just Have to Tell Somebody, Ruth V. Cullen
St. Patrick's Day in the Morning, Eve Bunting
The Hallo-Wiener, Dav Pilkey
The Little Engine that Could, Watty Piper
The Reluctant Dragon, Kenneth Grahame
The Saggy Baggy Elephant, Kathryn and Byron Jackson
The Story About Ping, Marjorie Flack
The Three Little Pigs, David Weisner
What Does Sam Sell? Bonita Ferraro
Where the Wild Things Are, Maurice Sendak

Grades 3-5

Abel's Island, William Steig
Book of Flight, Judith E. Rinard
Caddie Woodlawn, Carol Ryrie Brink
Call it Courage, Armstrong Sperry
The Children's Book of Heroes, William Bennett
The Children's Homer: The Adventures of Odysseus and the Fall of Troy, Patraic Colum
Days of Courage: The Little Rock Story, Richard Kelso
Door in the Wall, Marguerite DeAngeli
Esperanza Rising, Pam Munoz Ryan
Goodbye Vietnam, Gloria Whalen
Hatchet, Gary Paulsen
Jesse Owens: Olympic Star, Patricia and Frederick McKissack
Julie of the Wolves, Jean Craighead George
The Last Princess: The Story of Princess Ka'iulani of Hawai'i, Fay Stanley
Loser, Jerry Spinelli
New York's Bravest, Mary Pope Osborne
Saint Maximilian Kolbe: Mary's Knight, Patricia Kelly
The School Story, Brian Selznick
Seven Brave Women, Betsy Hearne
A Single Shard, Linda Sue Park
Whitney Rides the Whale with Jonah and Learns She Can't Run Away, Therese Johnson Borchard

Grades 6-8

Across Five Aprils, Irene Hunt

The Adventures of Ulysses, Bernard Evslin

Anne Frank Remembered, Miep Gies and Alison Leslie Gold

The Autobiography of Miss Jane Pittman, Ernest J. Gaines

The Boy's War, Jim Murphy

Brady, Jean Fritz

The Breadwinner, Deborah Ellis

Flight #116 Is Down, Caroline B. Cooney

Journey Home, Yoshiko Uchida

Journey to Topaz, Yoshiko Uchida

Jumping off to Freedom, Anilu Bernardo

A Lantern in Her Hand, Besi Aldrich

A Nation Challenged: Young Readers Edition

Never to Forget: The Jews of the Holocaust, Milton Meltzer

Out of the Dust, Karen Hesse

A Place to Hide, Jayne Pettit

Rescue: How Gentiles Saved Jews in the Holocaust, Milton Meltzer

Ryan White: My Own Story, Ryan White

Shabanu: Daughter of the Wind, Suzanne Fisher Staples

The Story of Ruby Bridges, Robert Coles

Year of Impossible Goodbyes, Sook Nyul Choi

Books about Reconciliation

Source: Kealy, Catherine M., MA, MS and Robert J. Kealy, EdD. A Working Reading List for Catholic School Students. NCEA. 2003.

Grades PK-2

Arthur and the True Francine, Marc Brown
Because of Winn Dixie, Kate Di Camillo
Beyond the Ridge, Paul Goble
Franklin's Secret Club, Paulette Bourgeois and Sharon Jennings
Gina's Saturday Adventure, Rosario De Bello, OP
I Hate Goodbyes, Kathleen Szaj
It's Mine, Leon Lionni
King of the Playground, Phyllis Reynolds Naylor
Let's Be Enemies, Janice May Udry
Leonard the Llama that Lied, Susan Cameron
Messy Moose, Lois Bick
No, David, David Shannon
Spinky Sulks, William Steig
The Grouchy Ladybug, Eric Carle
The Hating Book, Charlotte Zolotow
The Paper Bag Princess, Robert Munsch
The Quarreling Book, Charlotte Zolotow
The Tale of Peter Rabbit, Beatrix Potter
Three Wishes, Lucille Clifton
Zenon: Girl of the 21st Century, Marilyn Sadler

Grades 3-5

Amelia Bedelia, Peggy Parish
Blubber, Judy Blume
Because of Winn-Dixie, Kate Dicamillo
Best Enemies Again, Kathleen Leverich
Daddy Says, Ntozake Shange
Every Living Thing, Cynthia Rylant
The Facts and Fiction of Minna Pratt, Patricia MacLachlan
Gavriel and Jemal: Two Boys of Jerusalem, Bert Ashabranner
Harriet the Spy, Louise Fitzhugh
Holes, Louis Sachar
It Takes Courage, Chistine L. Schmitt
Keeper of the Doves, Betsy Byars
19 Varieties of Gazelle: Poems of the Middle East, Naomi Shihab Nye
Patrol: An American Soldier in Vietnam, Walter Dean Myers
Talking about Stepfamilies, Maxine B. Rosenberg
There's a Girl in my Hammerlock, Jerry Spinelli
When Pirates Came to Brooklyn, Phyllis Shalant

Grades 6-8

Blue Heron, Avi
December Stillness, Mary Downing Hahn
Does Anybody Know What Planet My Parents are From? Kevin Walter Johnson

Early Thunder, Jean Fritz

Jacob Have I Loved, Katherine Paterson

Julie's Daughter, Colby Radowski

Just One Flick of a Finger, Marybeth Lorbiecki

St. Ignatius of Loyola: In God's Service, Peggy A. Sklar

Stepping on the Cracks, Mary Downing Hahn

Stick Up for Yourself! Every Kid's Guide to Personal Power and Positive Self-Esteem, Gershen Kaufman

Talking Peace: A Vision for the Next Generation, Jimmy Carter

The Bridges at Toko-Ri, James Michener

The Store that Mama Built, Robert Lehrman

To Kill a Mockingbird, Harper Lee

Zlata's Diary: A Child's Life in Sarajevo, Zlata Filipovic

Books about Service

Source: Kealy, Catherine M., MA, MS and Robert J. Kealy, EdD. *A Working Reading List for Catholic School Students*. NCEA, 2003.

Grades PK-2

Aunt Chip and the Great Triple Creek Dam Affair, Patricia Polacco

The Bicycle Man, Allen Say

Blaze and Thunderbolt, C.W. Anderson

Bob's Big Story Collection, Annie Auerbach

The Clown of God, Tomie dePaola

Curious George, H.A. Ray

Dr. DeSoto, William Steig

The Emperor and the Kite, Jane Yolen

Farmer Brown Goes Round and Round, Teri Sloat

The Giving Tree, Shel Silverstein

The Hippo in June's Tub, Deborah Eaton

If You Give a Mouse a Cookie, Laura Numeroff

Mrs. Piggie-Wiggle, Betty McDonald

The Other Wise Man, Henry van Dyke

The Quiltmaker's Gift, Jeff Brumbeau

The Rainbow Fish, Marcus Pfister

Strega Nona Meets her Match, Tomie dePaola

A Symphony of Whales, Peter Sylvada

Too Small Jill, Myka-Lynne Sokoloff

The Trash Can Band, Lois Bick

Zack Can Fix It, Meish Goldish

Grades 3-5

A Day's Work, Eve Bunting

Charlotte's Web, E.B. White and Garth Williams

Fathers Are Forever: Quotations Honoring the Wisest Men We Know, Criswell Freeman

Girls Think of Everything: Stories of Ingenious Inventions by Women, Catherine Thimmesh

How Ben Franklin Stole the Lightning, Rosalyn Schanzer

Inventing the Future: A Photo biography of Thomas Alva Edison, Marfe Ferguson Delano

Never Turn Back: Father Serra's Missions, George Guzzi

One More Valley, One More Hill: The Story of Aunt Clara Brown, Linda Lowery

S Is for Saints, Megan Dunsmore

Shoeshine Girl, Clyde Robert Bulla

Stuck on the Presidents, Lara Bergen

Summer Wheels, Eve Bunting

The Lion the Witch and the Wardrobe, C.S. Lewis

Uncle Willie and the Soup Kitchen, Dyanne Disalvo-Ryan

Grades 6-8

All Things Bright and Beautiful, James Herriot

Carver: A Life in Poems, Marilyn Nelson

Christy, Catherine Marshall

Eleanor Roosevelt: A Life in Discovery, Russell Freedman

Freedom Songs, Yvette Moore

Living the Works of Mercy: Daring Teens to Change the World, Ellen P. Cavanaugh
Lovey: A Very Special Child, Mary MacCracken
Maximillian Kolbe: Saint of Auschwitz, Elaine Murray Stone
Mother Teresa, Elaine Murray Stone
My Dear Young Friends: Pope John Paul II Speaks to Teens on Life, Love and Courage, John Vitek, ed
My Life with the Chimpanzees, Jane Goodall
Native American Doctor, Jeri Ferris
People Who Make A Difference, Nicholas Ashabranner
The Seven Habits of Highly Effective Teens: The Ultimate Teenage Success Guide, Sean Covey
Stars Come Out Within, Jean Little
Teens With the Courage to Give: Young People Who Triumphed over Tragedy and Volunteered to make a Difference, Jackie Waldman, ed
Time to be Born, David Bell, MD
War on Villa Street: A Novel, Harry Mazer
War Poets, Robert Giddings