

**USD 203 Piper Curriculum
Reading and Writing**

Grade K

Standard	Benchmark	Knowledge Base Indicators	Q1	Q2	Q3	Q4
1--READING	The student reads and comprehends text across the curriculum.					
	1--Alphabets Skills	The student uses skills in alphabets to construct meaning from text.				
		1.1.1. Identifies sounds of upper/lower case letters of alphabet. ▲	I	R	M	
		1.1.2. Identifies names of upper/lower case letters of alphabet. ▲	I	R	M	
		1.1.3. Distinguishes letters from words by recognizing words are separated by spaces.	I	R	M	
		1.1.4. Demonstrates phonemic awareness skills by hearing and orally manipulating sounds. ▲	I	R	R	M
		A. Isolates phonemes.	I	R	R	M
		B. Segments words into syllables.	I	R	R	M
		C. Blends individual sounds to make a word.	I	R	R	M
		D. Segments individual sounds within a word.	I	R	R	M
		E. Identifies that words are made of one or more phonemes.	I	R	R	M
		1.1.5. Identifies and makes oral rhymes and begins to hear onsets and rimes.	I	I	R	M
		1.1.6. Demonstrates understanding of graphemes and phonemes in written and spoken language. ▲	I	I	R	M
		A. Identifies and speaks the initial sound in words.	I	R	M	
		B. Identifies and speaks the final sound in words.		I	R	M
		C. Identifies and speaks the medial sound in words.		I	R	M
		D. Provides a word that starts with each letter of the alphabet.	I	R	R	M
		E. Identifies and speaks consonant diagraphs (th, ch, wh, ck, sh)		I	R	R
	2--Fluency	The student reads fluently.				
		1.2.1. Demonstrates understanding of concepts of print and begins to track print.	I	R	R	M
		A. Identifies where to begin reading on the page.	M			
		B. Tracks print left to right.	I	R	M	
		C. Identifies top of page.	M			
		D. Identifies bottom of page.	M			
		E. Identifies book and story title.	I	M		
		F. Identifies author.	I	M		
		G. Identifies illustrator.	I	M		
		H. Identifies upper case (capital) letter(s).	I	M		
		I. Identifies lower case letter(s).	I	M		
		J. Compares/Contrasts letters.	I	M		
		K. Compares/Contrasts words.	I	M		
		L. Locates/Identifies book cover.	M			

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		M. Uses one to one correspondence	M			
		N. Uses return sweep	M			
		1.2.2. Locates periods, questions marks, and exclamation points.	I	R	R	M
		1.2.3. Imitates the rhythm of speech / emergent oral reading.	I	R	R	M
		A. Self corrects when needed.		I	R	R
		B. Reads, recognizes and uses word families.		I	R	R
	3--Vocabulary	The student expands vocabulary.				
		1.3.1. Reads one-syllable and often-heard words by sight.	I	R	R	M
		A. Decodes phonemic cvc words.	I	R	M	
		B. Reads sight words (Fry list).		I	R	M
		1.3.2. Uses picture clues to identify unknown words and meanings.		I	R	M
	4--Comprehension	The student comprehends a variety of text (narrative, expository, technical, and persuasive.)				
		1.4.1. Participates in discussions about narrative and expository texts read to them.	I	R	R	M
		1.4.2. Identifies and discusses title, author, illustrator, and illustrations.	I	R	R	M
		1.4.3. Uses pictures, content, and prior knowledge to make predictions.	I	R	R	M
		1.4.4. Responds logically to literal, inferential, and critical thinking questions before, during and after listening to the text.	I	R	R	M
		1.4.5. Uses picture clues, text, and prior knowledge to make inferences and draw conclusions.	I	R	R	M
		1.4.6. Develops awareness of text structure.	I	R	R	M
		1.4.7. Sequences 2-3 events in order.	I	R	M	
		1.4.8. Compares and contrast information in illustrations, prior knowledge, and texts read aloud.		I	R	M
		1.4.9. Retells or role plays important events and information from the text.		I	R	M
		A. Finds the main idea using pictures.			I	R
		B. Uses schema (prior knowledge) to connect to text for better comprehension.		I	R	R
		C. Describes using mental images for better comprehension.			I	R
		D. Asks questions to aid in comprehension		I	R	R
		1.4.10. Explains the topic of a selection that has been read aloud.		I	R	M
2--LITERATURE	The student responds to a variety of text.					
	1--Literary Concepts	The student uses literary concepts to interpret and respond to text.				
		2.1.1. Identifies and discusses characters in literature.	I	R	R	M
		2.1.2. Identifies and talks about events in the story and why they are important.		I	R	M
		A. Identifies setting.		I	R	R
		B. Distinguishes between real and make-believe.		I	R	M

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		2.1.3. Identifies and discusses problem and solution.		I	R	M
	2--Significance & Contributions	The student understands the significance of literature and its contributions to various cultures.				
		2.2.1. Recognizes/discusses cultural elements in books read aloud.	I	R	R	M
3--WRITING	The student writes effectively for a variety of audiences, purposes and contexts.					
	1--Writing as a Tool	The student uses writing as a tool for learning throughout the curriculum.				
		3.1.1. Uses pictures and words to record thoughts, facts, and ideas.	I	R	R	M
	2--Writing Process	The student uses a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.				
		3.2.1. Uses some prewriting strategies to organize ideas on a topic or a prompt.		I	R	M
		3.2.2. Draws and/or writes to communicate ideas.		I	R	M
		3.2.3. Records ideas for sharing.		I	R	M
	3--Ideas	The student uses ideas that are well-developed, clear and interesting.				
		3.3.1. Chooses ideas in which pictures are supported by some words.		I	R	M
		3.3.2. Includes details in drawings.	I	R	R	M
	4--Organization	The student uses organization that enhances the reader's understanding.				
		3.4.1. Writes from left-to-right.	I	R	M	
		3.4.2. Writes top-to-bottom.	I	R	R	M
	5--Voice	The student uses authentic and appropriate voice.				
		3.5.1. Communicates feelings through drawings.	I	R	M	
	6--Word Choice	The student uses effective word choice.				
		3.6.1. Recognizes the difference between nouns and verbs.			I	M
	7--Fluency	The student uses clear and fluent sentences.				
		3.7.1. Communicates a complete thought.	I	R	M	
	8--Conventions	The student uses standard American English conventions.				
		A. Begins a sentence with a capital letter.	I	R	R	R
		B. Uses correct ending punctuation mark (period and question mark).	I	R	R	R
		C. Places spaces between words.	I	R	R	M
		D. Spells own first and last name correctly.	I	R	R	M
		E. Makes attempt to capture sounds when spelling unfamiliar words.	I	R	R	M
		3.8.1. Writes using correct directionality when forming letters and words.	I	R	R	M
		3.8.2. Capitalizes the first letter of their first and last name.	I	R	R	M
	9--Modes	The student uses a variety of modes of writing for different purposes and audiences.				

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		3.9.1. Uses interactive writing.	I	R	R	M
		3.9.2. Writes for a specific purpose and audience.		I	R	M
4--RESEARCH	The student applies reading and writing skills to demonstrate learning					
	1--Effective Practices	The student uses effective research practices.				
		4.1.1. Conducts a show-and-tell opportunity.	I	R	M	M
		4.1.2. Asks questions about a topic being studied or an area of interest.	I	R	R	M
		4.1.3. Recognizes, with guidance, that different formats exist. (i.e., print, nonprint)	I	R	R	M
		4.1.4. Finds information, with guidance, appropriate to task.	I	R	R	M
		4.1.5. Observes the recording of relevant information.	I	R	R	M
		4.1.6. Shares information.	I	R	R	M
	2--Ethical Practices	The student uses ethical research practices.				
		4.2.1. Gives credit to an information source.	I	R	R	M
	Reading Levels	Reading Level				
		Level A or Above	I	R	M	
		Level B or Above	I	R	M	
		Level C or Above	I	I	R	M
	Guided Reading Strategies	A. Uses strategies to monitor word call and understanding.				
		1. Check the pictures	I	R	M	
		2. Get your mouth ready		I	R	M
		3. Sound it out	I	R	R	R
		4. Does it make sense?		I	R	R
		5. Skip and go on			I	R
		6. Backtrack and read again			I	R
		7. Chunk it			I	R
		8. Does it sound right?		I	R	R
		9. Watch punctuation marks				
		10. Smooth and fluent				
	Sight Words	B. Reads Fry sight words. (first 40)		I	R	M
	District Comprehension Strategies	C. Uses district reading comprehension strategies.				

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		1. Making Connections	I	R	R	R
		2. Determining Importance (Purpose for Reading)			I	R
		3. Identifying Text Structures (Within N-E-P-T Text)				I
		4. Questioning		I	R	R
		5. Using Sensory Images			I	R
		6. Inferring			I	R
		7. Synthesizing/Summarizing		I	R	R
		8. Monitoring Own Comprehension (Fix-Up Strategies)				I
	Penmanship	D. Practices good posture when seated at a table or desk for writing purposes.	I	R	R	R
		E. Practices proper pencil grip while correctly positioning hand in relation to paper and desk.	I	R	R	M
		F. Identifies top/bottom and front/back on a sheet of paper.	I	M		
		G. Practices writing all uppercase letters of the alphabet using correct manuscript formation.	I	R	R	R
		H. Practice writing all lowercase letters of the alphabet using correct manuscript formation.	I	R	R	R
		I. Writes his/her own first name correctly.	I	M		
		J. Writes own last name correctly.	I	R	M	

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