

8.7.15

## **English Language Arts Kindergarten**

### **Reading Standards:**

#### **Reading Standards for Literature (RL)**

#### **Reading Standards for Informational Text (RI)**

#### **Reading Standards: Foundational Skills (RF)**

**CCR Anchor Standard R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

RLK1.1-RIK.1.1 With prompting and support, ask and answer questions about key details in (fiction and nonfiction) texts

- title/title page
- front cover
- back cover
- characters
- setting
- problem
- solution
- W questions

**CCR Anchor Standard R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RLK.2.1-RIK.2.2 With prompting and support, retell familiar stories, identify main topic by including key details

- title/title page
- front cover
- back cover
- topic
- W questions

**CCR Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

RLK.3.1 With prompting and support, identify characters, setting, and major event in a story

- characters
- setting
- problem
- solution
- W questions
- beginning, middle, end (sequencing)

RIK.3.2 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text

- compare and contrast
- predictions
- inferences/drawing conclusions

**CCR Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

RLK.4.1-RIK.4.2 With prompting and support, ask and answer questions about unknown words in a text

- context clues
- picture clue
- prior knowledge
- captions, bold print, label

**CCR Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text whole (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

RLK.5.1 Recognize common types of texts

- storybooks
- poems

RIK.5.2 Identify the front cover, back cover, and title page of a book

**CCR Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text.**

RLK.6.1-RIK.6.2 With prompting and support, name the author and illustrator of a story and text and define the role of each in the story

**CCR Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

RLK.7.1-RIK.7.2 With prompting and support, describe the relationship between illustrations of the story and texts in which they appear

- what moment in a story an illustration depicts
- what person, place, thing, or idea in the text and illustration depicts

**CCR Anchor Standard R8: Delineate and evaluate the argument and specific claims of a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

RI.K.8.1 With prompting and support, identify the reasons an author gives to support points in a text

- identifying supporting details

**CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

RLK.9.1 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

- use of graphic organizers
- compare
- contrast
- a. With prompting and support, students will make cultural connections to text and self
  - prior knowledge/experiences

RI.K.9.2 With prompting and support, identify basic similarities in and differences between two texts on the same topic

- illustrations
- descriptions
- procedures

**CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.**

RLK.10.1-RIK.10.2 Actively engage in group reading activities with purpose and understanding

- peer conversations
- written and illustrated responses
- oral responses
- group discussions
- following one step directions
- following multi-step directions

**CCR Anchor Standard R11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.**

RLK.11.1 With prompting and support, make connections between self, text, and the world around them

- text
- media
- social interaction
- prior knowledge
- express connections

### ***Foundational Skills (RF)***

RFK.1.3 Demonstrate understanding of the organization and basic features of print

- a. follow words from left to right, top to bottom, and page by page
  - use fingers
- b. recognize that spoken words are represented in written language by specific sequences of letters
- c. understand that words are separated by spaces in print
- d. recognize and name all upper- and lowercase letters of the alphabet

RFK.2.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

- a. recognize and produce rhyming words
- b. count, pronounce, blend, and segment syllable in spoken words
- c. blend and segment onsets and rimes of single-syllable spoken words
- d. isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. add or substitute individual sounds (phonemes) in simple, one syllable words to make new words

RFK.3.3 Know and apply grade-level phonics and word analysis skills in decoding words

- a. demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant
- b. associate the long and short sounds with common spellings (graphemes) for the five major vowels
- c. read common high-frequency words by sight
  - the
  - of
  - to
  - you
  - she
  - my
  - I

- are
  - do
  - does
- d. distinguish between similarly spelled words by identifying the sounds of the letters that differ

RFK.4.3 Read emergent-reader texts with purpose and understanding

- essential questions-who, what, when, where, and why
- questioning

### **Writing Standards (W)**

**CCR Anchor Standard W1: Writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

WK.1.1 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

- My favorite book is...
- state opinion
- support preferences
- prewriting strategies

**CCR Anchor Standard W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately though the effective selection, organization, and analysis of content.**

WK.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are write about and supply some information about the topic

- supporting detail(s)
- labeling illustrations

**CCR Anchor Standard W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.**

WK.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

- sequence (beginning, middle, end)
- identify main events (3)
- provide reaction/response

**CCR Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

(Begins in grade 3)

**CCR Anchor Standard W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

WK.5.1 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

- interactive writing
- modeled writing

**CCR Anchor Standard W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

WK.6.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers

**CCR Anchor Standard W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

WK.7.1 Participate in shared research and writing projects

- explore a number of books by favorite author
- express opinions about books

**CCR Anchor Standard W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information avoiding plagiarism.**

WK.8.1 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

- prior knowledge
- use picture clues from informative text to gather information

**CCR Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

(Begins in Grade 4)

**CCR Anchor Standard W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for range of tasks, purposes, and audiences.**

(Begins in Grade 3)

**CCR Anchor Standard W11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.**

WK.11.1 Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed

- explore a number of books by favorite author or theme
- share personal response/opinion
- text to self-connections

**Speaking and Listening Standards (SL)**

**CCR Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

SLK.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

- a. follow agreed-upon rules for discussions
  - listening to others
  - taking turns speaking about the topics and texts under discussion
- b. continue a conversation through multiple exchanges
  - modeling
  - prompts
  - role play
- c. seek to understand and communicate with individuals from different cultural backgrounds
  - using text to prompt conversation

**CCR Anchor Standard SL2: Integrate and evaluate information presented in diverse media and format, including visually, quantitatively, and orally.**

SLK.2.1 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

- ask W questions
- ask for predictions
- deliberate think aloud (to model clarification requests)

**CCR Anchor Standard SL3: Evaluate a speaker's point of view reasoning, and use of evidence and rhetoric.**

SLK.3.1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood

- ask W questions
- selected texts

**CCR Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and organization, development, and style are appropriate to task, purpose, and audience.**

SLK.4.1 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

- ask W questions
- selected texts

**CCR Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

SLK.5.1 Add drawings or other visual displays to descriptions as desired to provide additional detail

- use available technology appropriately

**CCR Anchor Standard SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

SLK.6.1 Speak audibly and express thoughts, feelings, and ideas clearly

- role play
- use of different voice to express feelings
- use of appropriate body language to express thoughts and feelings

## **Language Standards (L)**

**CCR Anchor Standard L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

LK.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- a. print many upper- and lowercase letters
- b. use frequently occurring nouns and verbs
- c. form regular plural nouns orally by adding /s/ or /es/
  - dog = dogs
  - wish = wishes
- d. understand and use question words
  - Interrogatives (who, what, where, when, why, how)
- e. use the most frequently occurring prepositions
  - to

- from
- in
- out
- on
- off
- for
- of
- by
- with

f. produce and expand complete sentences in shared language activities

**CCR Anchor Standard L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

LK.2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

- a. capitalize the first word in a sentence and the pronoun I
- b. recognize and name end punctuation
- c. write a letter or letters for most consonant and short-vowel sounds (phonemes)
- c. spell simple words phonetically, drawing on knowledge of sound letter relationships

**CCR Anchor Standard L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.**

(Begins in Grade 2)

**CCR Anchor Standard L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful words and parts, and consulting general and specialized reference materials, as appropriate.**

LK.4.1 Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content

- a. identify new meanings for familiar words and apply them accurately
  - knowing duck is a bird and learning the verb to duck
- b. use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word
  - ed
  - s
  - re

- un
- pre
- ful
- less

**CCR Anchor Standard L5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

LK.5.1 With guidance and support from adults, explore word relationships and nuances in word meanings

- a. sort common objects into categories to gain a sense of the concepts the categories represent
  - shapes
  - foods
- b. demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
  - antonym's
- c. identify real-life connections between words and their use
  - note places in school that are colorful
- d. distinguish shades meaning among verbs describing the same general action by acting out the meaning
  - walk, march, strut, prance

**CCR Anchor Standard L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

LK.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts

- model conversations
- highlight phrases from text