

Kindergarten ELA / Foundational Skills

Anchor Standard	No Standard
Strand <i>Reading: Foundational Skills</i>	
Topic <i>Print Concepts</i>	Pacing The first semester
<p>Standard Statement</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. 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. <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can recognize that books are read from left to right and top to bottom. • I can recognize that words are created by putting letters together in a specific order. • I can recognize that words are separated by spaces before and after them. • I can recognize the difference between upper- and lowercase letters. • I can name all uppercase and lowercase letters in the alphabet. 	<p>Content Elaborations</p> <p>Readers understand that and show Print Concepts by demonstrating their understanding that print carries meaning by incorporating the functions of print in play activities (e.g., orders from a menu in pretend play, taking messages from pretend phone calls). They show an understanding of single words initially by using environmental print (stop signs, fast food chains). The more readers experience text, the greater their understanding is of its make up (words are made of letters, spaces between words). Discussing the roles of the author and illustrator helps readers distinguish between illustrations and printed text and builds an understanding of the ways that print and image carry and contribute to meaning. These skills are important foundations for reading comprehension skills these readers will use throughout their lives.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • uppercase • lowercase 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • text • left • right • order • right-side up
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Elementary Assessment Folder • Universal Screener (alphabet) 	<p>Summative Assessments</p> <p>Not applicable</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) 	<p>Enrichment Strategies</p>

- www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension.
- **Big Books**: Focus on a few topics at a time (moving left to right, spaces between words, end punctuation, moving top to bottom, distinguishing text from illustrations).
- **Name Games**: Playing with students' names provides ample opportunities for students to begin understanding print. The difficulty of and involvement with the activity depends on the sophistication of the learner.
 - ~ Select the names of those sitting in your area/at your table and post (space between words, print carries meaning).
 - ~ Using names that have been cut apart, have learners arrange names correctly (words are made up of letters).
 - ~ If your name starts with... (noting similarities in words).
 - ~ She said/he said – chart the answers to a question by writing the student's/respondent's name with the answer (right to left).
- **Alphabet Books**: Research shows that there is high correlation between knowledge of letter names and success in learning to read. Use alphabet books to support learning letter names. Texts can range from simplistic (one picture/one letter per page) like Ehler's *Eating the Alphabet* to interactive (rhymes, repetition) like Martin's *Chicka Chicka Boom* to conceptually more difficult (letters taking the shape of the objects named) like Pelletier's *The Graphic Alphabet*.
- **Diverse Learners**: Resources based on the Universal Design for Learning principles are available at www.cast.org.

Integrations

Intervention Strategies

Kindergarten ELA / Foundational Skills

Anchor Standard	No Standard
Strand <i>Reading: Foundational Skills</i>	
Topic <i>Phonological Awareness</i>	Pacing
<p>Standard Statement</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables 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. <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can recognize that words with the same end sound rhyme. • I can break words into syllables by clapping, snapping, or counting. • I can blend syllables to say a complete word. • I can identify the beginning sound, vowel sound, and end sound of words. • I can add or change beginning, middle, or end sounds to create new words. 	<p>Content Elaborations</p> <p>Phonological Awareness is the ability to hear the sounds of a language independent of meaning. Those sounds extend beyond knowing beginning and ending sounds to understanding the variations in open and closed sounds and vowel sounds, recognizing syllabication and rhyming patterns, and practicing the skills of blending and segmenting. Children who have developed a strong phonological awareness are better able to make sense of how sounds and letters operate in print. Because phonological awareness occurs initially in oral language, it is critical to encourage oral language play in classroom activities.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • end sound • rhyme • syllable • vowel • vowel sound • blend 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • beginning • middle • end
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Elementary Assessment Folder 	<p>Summative Assessments</p> <p>Not applicable</p>

<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • New Phonics • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. • Word Play: Play with words by substituting beginning sounds, creating real and made up rhyming words, and working with word families. • Comprehensive Literary Resource for Kindergarten Teachers, by Miriam P. Trehearne (ETA Cuisenaire, 2003) • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Foundational Skills

Anchor Standard	No Standard
Strand <i>Reading: Foundational Skills</i>	
Topic <i>Phonics and Word Recognition</i>	Pacing
<p>Standard Statement</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound 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 (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can say the most common sound of each consonant. • I can say the long and short sounds for each vowel. • I can read high frequency words by sight. • I can identify words with similar spellings (word families). • I can identify the letter sound that is different in words with similar spellings. 	<p>Content Elaborations</p> <p>The National Reading Panel advocates systematic phonics instruction as part of a balanced program of teaching reading. Phonics, along with other strategies, is used for Word Recognition. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words with the ultimate goal being to get to the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience.</p> <p>In the next grade band, students show their ability to decode all letter sound correspondences, use affixes appropriately, and sound out unfamiliar multisyllable words using that knowledge.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • consonant • vowel • long vowel sound • short vowel sound 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • similar • different
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Elementary Assessment Folder 	<p>Summative Assessments</p> <p>Not applicable</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework 	<p>Enrichment Strategies</p>

<ul style="list-style-type: none"> • New Phonics • Word Building: Once students know one word, they can often build other words based on that knowledge. For example, given the word <i>kind</i>, students can be asked to build words using affixes. Students may come up with the words <i>kinder, kindness, kindest, unkind, kindly</i>. Other examples could be to create words based on word families (-at, cat, bat, sat), meaning/category (apple, orange, grape, pear), and beginning sounds (had, happy, hat, hill). • Morning Message: Create a message for the class each morning. In addition to reading it, students come to the chart and circle targeted phonics patterns or sight words that they can recognize. Students can say the sounds or read the words aloud as they circle them. As the year progresses, students should take a more active role in creating the morning message. • Elkonin Boxes: Elkonin boxes are a physical segmentation of words into phonemes. Each box in an Elkonin box card represents one phoneme or sound. They can be used to help students understand how to “stretch” out words by hearing every sound. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Foundational Skills

Anchor Standard	<i>No Standard</i>
Strand <i>Reading: Foundational Skills</i>	
Topic <i>Fluency</i>	Pacing August - May
Standard Statement 4. Read emergent-reader texts with purpose and understanding. Learning Targets: <ul style="list-style-type: none"> • I can recognize common sight words in a text. • I can read a text with common sight words. • I can use the pictures in a text to help me understand it. • I can retell the story I read. 	Content Elaborations Phonics and Fluency are two of the main ingredients in the teaching of reading according to the National Institute of Child Health and Human Development. Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency. In the next grade band, students read grade level text with the fluency and accuracy to support comprehension of text.
Content Vocabulary <ul style="list-style-type: none"> • sight word • retell 	Academic Vocabulary
Formative Assessments <ul style="list-style-type: none"> • DRA • Elementary Assessment Folder 	Summative Assessments Not applicable
Resources <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • New Phonics • Listen Again: Read aloud multiple times a day. Provide students with reading/listening centers that have books on CD with signals for turning the page. Provide opportunities for students to use technology that lights up or underlines words as the text is read so that rhythm and pacing becomes more evident. Read a single text multiple times for multiple purposes. For example, read aloud <i>Yo? Yes!</i>, by Chris Raschka. The first reading is for enjoyment, the second could be to focus on the sound the letter “y” makes, the third could be to focus on end punctuation and the inflections that go with it, and the fourth could be 	Enrichment Strategies

<p>a call and response read with the teacher reading one voice and the students “reading the response.”</p> <ul style="list-style-type: none"> • The Author Said: Provide opportunities for students to hear authors reading their own work. For example: <ul style="list-style-type: none"> ~ Mem Fox http://www.memfox.com/mem-reads-aloud ~ Paulette Bogan http://www.astorybeforebed.com/recordings/5e583cb8cfdd8b55 ~ Ken Nesbitt www.poetry4kids.com ~ For more information, visit www.npr.org/sections/childrens-books/. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Reading

Anchor Standard <ol style="list-style-type: none"> 1. <i>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.</i> 2. <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i> 3. <i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i> 	
Strand <i>Reading for Literature</i>	
Topic <i>Key Ideas and Details</i>	Pacing
Standard Statement <ol style="list-style-type: none"> 1. <i>With prompting and support, ask and answer questions about key details in a text.</i> 2. <i>With prompting and support, retell familiar stories, including key details.</i> 3. <i>With prompting and support, identify characters, settings, and major events in a story.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can ask and answer questions about key details in a text. • I can retell stories using key details. • I can identify the characters in a story. • I can identify the settings in a story. • I can identify the major events in a story. 	Content Elaborations <p>The focus of Key Ideas and Details is the readers’ ability to understand the information in what they have read or what has been read to them. The ability to develop and respond to questions encourages the emergence of critical thinking and aids in literacy development. As that development occurs, readers are able to retell stories they have heard. This skill increases and prolongs a reader’s enjoyment and provides the opportunity for building toward emergent writing skills. Students’ understanding of how a story works will deepen as they apply these skills and practice using the academic vocabulary that accompanies literary discussion (i.e., plot, character, setting).</p> <p>In the next grade band, students will be expected to identify the main idea and theme of, make inferences from, and make comparisons between plot elements.</p>
Content Vocabulary <ul style="list-style-type: none"> • characters • setting 	Academic Vocabulary <ul style="list-style-type: none"> • key details • retell • text • identify • event • before • during • after
Formative Assessments	Summative Assessments

<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. • Retelling Glove: Label the fingers of a glove <i>Characters, Setting, Problem, Solution, Details</i>. Children retell a story while wearing the glove that prompts them to remember the key ideas and details. • Reciprocal Teaching: Use the four strategies within Reciprocal Teaching: Clarifying, Predicting, Summarizing, and Questioning. Introduce four characters: Clara Clarifier, Quincy Questioner, Sammy Summarizer, and Peter Predictor. Model the roles' response to the reading of text. (Myers, Pamela Ann. "The Princess Storyteller: Reciprocal Teaching Adapted for Kindergarten Students." <i>The Reading Teacher</i>, 2005: 59, 314-324.) • Story Sequence: After multiple opportunities to hear a text read aloud, students retell the story sequentially, using cues such as picture cards, objects, puppets, etc. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Reading

Anchor Standard 4. <i>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.</i> 5. <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i> 6. <i>Assess how point of view or purpose shapes the content and style of a text.</i>	
Strand <i>Reading for Literature</i>	
Topic <i>Craft and Structure</i>	Pacing
Standard Statement 4. <i>Ask and answer questions about unknown words in a text.</i> 5. <i>Recognize common types of texts (e.g., storybooks, poems).</i> 6. <i>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</i> Learning Targets: <ul style="list-style-type: none"> • I can ask and answer questions about unknown words in a text. • I can recognize when a text is a storybook, poem, play, etc. • I can name the author and illustrator of a story. • I can explain that authors write books and stories. • I can explain that illustrators create the pictures for books and stories. 	Content Elaborations When readers examine the Craft and Structure of a piece of literature, they increase their ability to understand word meaning and figurative language, story structure and development, and point of view. Using interactive read alouds in which readers are encouraged to ask and answer text-related questions provides the readers with the opportunity to discover the elements common to a particular genre or text type and increase text-related vocabulary. Research shows that the more experience students have in reading different genres, the more successful they will be in writing in different genres. In the next grade band, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use language figuratively, determine theme and main idea, and begin to identify the way point of view impacts a text.
Content Vocabulary <ul style="list-style-type: none"> • storybook • poem • play • author • illustrator 	Academic Vocabulary <ul style="list-style-type: none"> • unknown • text • define • recognize • explain
Formative Assessments <ul style="list-style-type: none"> • DRA 	Summative Assessments

<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. • Student Authors and Illustrators: Use literary talk when discussing student writing. Make specific reference to their work as authors and illustrators to help solidify their understanding of the role each plays in creating a picture book. • Make a Book: Use nursery rhymes as beginning readers. With a rhyme on each page, create a four-to-five page book that students/readers illustrate. Discuss the concept of genre in relationship to the rhymes. This activity can be repeated with folktales. Students can be encouraged to write the title and illustrate a favorite part after hearing a folktale read aloud. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Reading

Anchor Standard 7. <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i> 8. <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i> 9. <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>	
Strand <i>Reading for Literature</i>	
Topic <i>Integration of Knowledge and Ideas</i>	Pacing
Standard Statement 7. <i>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).</i> 8. <i>(Not applicable to literature)</i> 9. <i>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i> Learning Targets: <ul style="list-style-type: none"> • I can look at the illustrations of a story and describe what I see. • I can explain how illustrations help me understand a story. • I can identify the characters in stories I read and hear. • I can describe how the adventures and experiences of characters are the same and different. 	Content Elaborations The focus of the Integration of Knowledge and Ideas topic is making connections and comparisons and determining themes and main topics across different texts and genres. Images or illustrations in books serve to enhance and/or explain the messages for the reader. They can be used as one of the cues for the written text while reading. Beginning readers that compare characters within and across texts develop a fuller and more appropriate conceptualization of stories. In the next grade band, students will be expected to analyze the contributions of the visual text to the overall meaning of the story and compare and contrast themes and topics and the ways these are treated in texts within and across genres.
Content Vocabulary <ul style="list-style-type: none"> • illustration • character 	Academic Vocabulary <ul style="list-style-type: none"> • compare • contrast • adventure • experience
Formative Assessments <ul style="list-style-type: none"> • DRA 	Summative Assessments
Resources <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) 	Enrichment Strategies

<ul style="list-style-type: none"> • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. • Shared Reading: During shared reading (or in small group guided reading) the teacher guides students through a “picture walk.” Students make predictions about the story based on the illustrations. Chart predictions so that students can compare theirs to what actually happens. • Venn Diagrams: Students use Venn diagrams or similar graphic organizers to compare and contrast characters and events in familiar stories read in class. For example, compare the characters and adventures of the Three Little Pigs and the Three Bears. • <i>The Castle in the Classroom: Story as a Springboard for Early Literacy</i>, by Ranu Bhattacharyya and Georgia Heard (Stenhouse, 2010), discusses ways to use the life stories and imaginations of young children as gateways to literacy. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Reading

Anchor Standard <i>1. Read and comprehend complex literary and informational texts independently and proficiently.</i>	
Strand <i>Reading for Literature</i>	
Topic <i>Range of Reading and Level of Text Complexity</i>	Pacing
Standard Statement <i>10. Actively engage in group reading activities with purpose and understanding.</i> Learning Targets: <ul style="list-style-type: none"> • I can follow the rules my teacher gives for listening. • I can listen by facing the speaker, sitting still, and making eye contact. • I can ask and answer questions about what is being read. 	Content Elaborations The focus of the topic Range of Reading and Level of Text Complexity at this grade level is the exposure of young children to a wide variety of text types. Research shows that “book talk” develops students’ awareness of story, increases vocabulary, and instills in them a love of reading. All of these factors are critical as students begin to develop the skills and desire to read. Giving students the opportunity to interact with the full range of fiction (poetry, story, drama, folklore, etc.) enriches their understanding of text and expands the world in which they live. In the next grade band, students will be asked to read, comprehend, and use ideas gathered from texts with more complex literary and informational structures and content.
Content Vocabulary	Academic Vocabulary <ul style="list-style-type: none"> • attentively • eye contact • question • comment
Formative Assessments <ul style="list-style-type: none"> • DRA 	Summative Assessments
Resources <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. 	Enrichment Strategies

<ul style="list-style-type: none"> • Concept Books: Introduce students to a wide range of single concept books. Not only will students be engaged with the specific concept (letters, numbers, opposites, etc.), they will be experiencing books that represent a wide range of literature. For example, when studying numbers the book selections might be <i>Mother Goose Numbers on the Loose</i>, by Leo and Diane Dillon; <i>Icky Bug Numbers</i>, by Jerry Pallotta; <i>Count</i>, by Denise Fleming; and <i>Uno, Dos, Tres, One, Two, Three</i>, by Pat Mora. • Author Study: Collect copies of a single author’s work. Choose a children’s author that has a wide range of books, such as Eric Carle or Lois Ehlert. Have the books available for student exploration. Lead discussions about book similarities and differences focusing not only on the text but on the illustrations as well. Encourage students to identify the books that tell stories and those that tell facts. • Million Dollar Words: Post children’s poetry using chart paper or electronic visual display. When reading aloud, encourage students to point out “million dollar words” – those words that they find the funniest or most interesting. Children’s poets J. Patrick Lewis and Shel Silverstein provide a wide range of opportunities for this kind of word play. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Reading

Anchor Standard <ol style="list-style-type: none"> 1. <i>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.</i> 2. <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i> 3. <i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i> 	
Strand <i>Reading: Informational Text</i>	
Topic <i>Key Ideas and Detail</i>	Pacing
Standard Statement <ol style="list-style-type: none"> 1. <i>With prompting and support, ask and answer questions about key details in a text.</i> 2. <i>With prompting and support, identify the main topic and retell key details of a text.</i> 3. <i>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can ask and answer questions about the key details of a text (e.g., who, what, where, when, why, and how). • I can ask and answer questions before, during, and after reading a text. • I can define and identify the main topic (who or what the text is mostly about). • I can retell the key details of a text. • I can identify individuals, events, ideas, or pieces of information in a text. • I can describe a connection between two individuals, events, or pieces of information in a text. 	Content Elaborations <p>Reading for Key Ideas and Details is reading with purpose. It helps the reader focus on content and comprehension. Early exposure to informational texts provides the foundation for the demands of reading and writing in later grades. As texts and topics are introduced, it is important to scaffold student learning by modeling strategies that support comprehension and encourage students to make their own connections to texts.</p> <p>In the next grade band, students are expected to use questioning strategies to improve comprehension of text, use text details to support findings and inferences, and begin to use direct quotes as evidence or support in discussions and writing.</p>
Content Vocabulary <ul style="list-style-type: none"> • main topic 	Academic Vocabulary <ul style="list-style-type: none"> • key detail • retell • individual • event • idea/piece of information • connection • before

	<ul style="list-style-type: none"> during after
Formative Assessments <ul style="list-style-type: none"> DRA 	Summative Assessments
Resources <ul style="list-style-type: none"> Strategic Balanced Literacy Framework Reading A-Z (new 2012-2013) www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. Modified Reciprocal Teaching: Use the four strategies within Reciprocal Teaching: Predict, Clarify, Question, and Summarize. In small groups assign readers one of the strategies using character names: <ul style="list-style-type: none"> ~ Peter/Paula Predictor – based on title or cover predict what might be in the text ~ Carl/Clara Clarifier – record unknown words or ideas that need to be clarified, ask others for help with understanding ~ Quincy/Quintella Questioner – develop three teacher-like questions about what has been read ~ Sami/Sari Summarizer – present main points of the selection (Adapted from Myers, Pamela Ann. “The Princess Storyteller: Reciprocal Teaching Adapted for Kindergarten Students.” <i>The Reading Teacher</i>, 2005: 59, 314-324.) I Wonder Questioning Strategy: Use <i>I wonder</i> questions (I wonder what, I wonder why...) to search for information in a previously read text. A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades, by Georgia Heard and Jennifer McDonough (Stenhouse, 2009): A resource that supports the meaningful use of informational text in the primary classroom. Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	Enrichment Strategies
Integrations	Intervention Strategies

Kindergarten ELA / Reading

Anchor Standard 4. <i>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.</i> 5. <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i> 6. <i>Assess how point of view or purpose shapes the content and style of a text.</i>	
Strand <i>Reading: Informational Text</i>	
Topic <i>Craft and Structure</i>	Pacing
Standard Statement 4. <i>With prompting and support, ask and answer questions about unknown words in a text.</i> 5. <i>Identify the front cover, back cover, and title page of a book.</i> 6. <i>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</i> Learning Targets: <ul style="list-style-type: none"> • I can ask and answer questions about words I do not know in a text. • I can identify the front cover, back cover, and title page of a book. • I can name the author and illustrator of a story. • I can explain that authors write books and stories. • I can explain that illustrators create the pictures for books and stories. 	Content Elaborations In the early grades, attention to the Craft and Structure of informational text contributes to a greater enjoyment of reading and increases a reader’s or listener’s understanding of the world. Readers begin to understand and use content-specific language as they craft their own texts. As students watch the teacher model (providing prompting and support) ways to ask questions and think about text, they internalize the ways meaning is gathered from text. In the next grade band, students are expected to understand and identify main ideas as they appear in a text and be able to find the ways authors support those ideas. Additionally they are expected to understand the strategy of summarizing portions of as well as entire texts.
Content Vocabulary <ul style="list-style-type: none"> • author • illustrator 	Academic Vocabulary <ul style="list-style-type: none"> • front cover • back cover • title page
Formative Assessments <ul style="list-style-type: none"> • DRA 	Summative Assessments
Resources <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) 	Enrichment Strategies

<ul style="list-style-type: none"> • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. • What's It Mean?: Read part of a selected text aloud. When possible, project or post the text being read. Think aloud about the words and concepts "you don't know." Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Unanswered questions can be listed and investigated once reading is completed. • Picture This!: Read aloud a small section of illustrated informational text. Have listeners do a quick draw that illustrates what they have learned. Share the image from the book. Discuss similarities between their images and those of the writer/artist. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Reading

Anchor Standard 7. <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i> 8. <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i> 9. <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>	
Strand <i>Reading: Informational Text</i>	
Topic <i>Integration of Knowledge and Ideas</i>	Pacing
Standard Statement 7. <i>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).</i> 8. <i>With prompting and support, identify the reasons an author gives to support points in a text.</i> 9. <i>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i> Learning Targets: <ul style="list-style-type: none"> • I can look at the illustrations in a text and describe what I see. • I can explain how illustrations help me understand a text. • I can identify the part of a text shown by the illustration. • I can identify the author’s reasons to support main points in a text. • I can identify how two texts on the same topic are the same and different. 	Content Elaborations Graphics and illustrations in informational text provide cues for readers as they work to Integrate Knowledge and Ideas in Informational Text. In addition, graphics serve as a scaffold for text comprehension. Kindergarten students can begin to make text-to-text connections (identifying similarities and differences) when they are prompted with statement starters like “I read/saw another book that…” or “this part of the book is like…” In addition, as readers/listeners begin to note the ways authors support their views, text comprehension deepens. In the next grade band, students are expected to describe and explain the way topics in historical, scientific, and technical texts connect using language specific to that content.
Content Vocabulary <ul style="list-style-type: none"> • illustration 	Academic Vocabulary <ul style="list-style-type: none"> • same • different • point • reason
Formative Assessments	Summative Assessments

<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. • Scavenger Hunt: Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group an idea related to the topic and have them look for words and pictures in the other sources that are connected to that topic. Have groups share discoveries. Facilitate a discussion around “I didn’t know that!” discoveries. • Connect the Texts: Facilitate discussion about the things students remember/think about as they hear a text read aloud. Focus thinking on the questions: <ul style="list-style-type: none"> ~ Does that help us learn more about the topic? ~ What makes that idea important? ~ What understanding can be drawn from that connection? ~ How does the connection help the contributor understand? • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Reading

Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.	
Strand <i>Reading: Informational Text</i>	
Topic <i>Range of Reading and Level of Text Complexity</i>	Pacing
Standard Statement 10. Actively engage in group reading activities with purpose and understanding. Learning Targets: <ul style="list-style-type: none"> • I can follow the rules my teacher gives for listening. • I can listen by facing the speaker, sitting still, and making eye contact. • I can ask and answer questions about what is being read. 	Content Elaborations By reading informational texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that also will give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is structured intentionally and coherently to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. In the next grade band, students will be asked to read, comprehend, and use ideas gathered from texts with more complex literary and informational structures and content.
Content Vocabulary <ul style="list-style-type: none"> • illustration 	Academic Vocabulary <ul style="list-style-type: none"> • attentively • eye contact
Formative Assessments <ul style="list-style-type: none"> • DRA 	Summative Assessments
Resources <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. • Nonfiction Book Packets: Teacher develops book packets containing nonfiction books on various topics to go home for parents to read with 	Enrichment Strategies

<p>their child. The packets include an explanation for reading the text, which the teacher determines based on student needs. An activity is included to help the parent and child demonstrate their understanding of the text.</p> <ul style="list-style-type: none">• Informational Class Books: Develop informational class books that are read as a group and then placed in the class library or posted as a digital story on a website for students to read independently and with a partner. The print books also can be taken home to be read to a family member.• Think Alouds: During the daily nonfiction read alouds, the teacher practices think alouds to make visible to students the processes being used by the teacher to make meaning of the text. This could include how to obtain information from nonfiction text features.• Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org.	
Integrations	Intervention Strategies

Kindergarten ELA / Writing

Anchor Standard <ol style="list-style-type: none"> 1. <i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i> 2. <i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i> 3. <i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i> 	
Strand <i>Writing</i>	
Topic <i>Text Types and Purposes</i>	Pacing
Standard Statement <ol style="list-style-type: none"> 1. <i>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or 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...).</i> 2. <i>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.</i> 3. <i>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.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify the topic or name of a book. • I can use drawings and words to determine and share my opinion or preference about a topic or book. • I can select a topic and information to share. • I can use drawings and words to name and give information about a topic. • I can tell what happened first, next, and last. • I can create drawings and describe how I feel about what happened in my story. 	Content Elaborations <p>Early writers begin to experiment with Text Types and Purposes from the very beginning. They use print to represent their ideas in the form of drawing, scribbling, and labeling. They communicate with others through print long before formal writing instruction begins. Student writers explore and mirror the elements they find in the fictional and informational texts with which they interact. As long as writing remains a natural, purposeful activity, made available without threat, then student writers will be willing to practice it and consequently learn (Frank Smith).</p> <p>In the next grade band, student writers will craft opinion, informational, and narrative pieces that reflect the structures and elements most common to those forms.</p>
Content Vocabulary <ul style="list-style-type: none"> • first • next 	Academic Vocabulary <ul style="list-style-type: none"> • topic • opinion

<ul style="list-style-type: none"> • last 	<ul style="list-style-type: none"> • identify • determine • preference • information • create • describe
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Writing Diagnostics 	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Write Source • Key Events for Writing: The student identifies a key event in their life. Students then draw and write about the event. Their stories are shared aloud and then placed in a class book with a chapter for each child. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Writing

Anchor Standard 4. <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i> 5. <i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> 6. <i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>	
Strand <i>Writing</i>	
Topic <i>Production and Distribution of Writing</i>	Pacing
Standard Statement 4. <i>(Begins in grade 3)</i> 5. <i>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</i> 6. <i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i> Learning Targets: <ul style="list-style-type: none"> • I can answer questions about my writing. • I can listen to ideas my teachers and peers have about my writing. • I can add details that will help the reader understand my writing. • I can work with my teacher and others to learn about digital tools that produce and publish writing. 	Content Elaborations The process of collaboration and discussion improves the quality of student writing as they ready their finished piece for Production and Distribution. Sharing personal writing with others gives student writers a sense of pride and purpose for their work. In addition, this reinforces the reading-writing connection; as students share their work they revise their understanding of how print carries messages (writing) that must be understood (reading) by others. In the next grade band, students are expected to produce texts that reflect planning, organization, and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.
Content Vocabulary	Academic Vocabulary <ul style="list-style-type: none"> • topic • detail • digital tool • produce • publish
Formative Assessments <ul style="list-style-type: none"> • Writing Diagnostics 	Summative Assessments
Resources <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Write Source 	Enrichment Strategies

<ul style="list-style-type: none">• Pen Pal: Using the computer the children will use e-mail to write back and forth with another classroom. Students should be encouraged to use clip art to illustrate their messages.• Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org.	
Integrations	Intervention Strategies

Kindergarten ELA / Writing

Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 10. 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 a range of tasks, purposes, and audiences.	
Strand <i>Writing</i>	
Topic <i>Research to Build and Present Knowledge and Range of Writing</i>	Pacing
Standard Statement 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4) 10. (Begins in grade 3) Learning Targets: <ul style="list-style-type: none"> • I can define research and explain how it is different from other types of writing. • I can research a topic with others. • I can work with others to write about a researched topic. • I can answer questions using information recalled or gathered. 	Content Elaborations <p>Student readers and writers must understand that Research is a tool to Build Knowledge. It is important to tap the curiosity students bring through the door by providing scaffolding for research (Stephanie Harvey). Guiding the listening, looking, and learning process helps student researchers gain knowledge and develop strategies for gathering information collaboratively and eventually independently.</p> <p>In the next grade band, students are expected to use evidence (personal and textual) to conduct short research projects that include relevant information and reflect (through citations) the use of print and digital sources.</p>
Content Vocabulary	Academic Vocabulary <ul style="list-style-type: none"> • research • topic • define
Formative Assessments	Summative Assessments

<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Read and Discuss: Read and discuss multiple books by a single author. Compare the book covers, writing style, illustrations, story structure, and themes. Chart what is noticed about the writing style, illustrations, structure, and themes. Students use the chart as a model to create their own written work. • Shared Writing/ABC Classroom Book: After sharing several books on a particular theme, use an ABC graphic organizer to brainstorm words connected to the theme that begins with each letter of the alphabet. Assign each student a word to create a page for the classroom book. • Topic and Graphic Organizer: Through the use of nonfiction text, students are encouraged and challenged to learn more about a topic and to document their findings with graphic organizers. As a class, students agree on a topic to research. They list things they want to know about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic on a chart, using an appropriate graphic organizer. Students use their information to create their own nonfiction pieces. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Speaking and Listening

Anchor Standard <ol style="list-style-type: none"> 1. <i>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.</i> 2. <i>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i> 3. <i>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i> 	
Strand <i>Speaking and Listening</i>	
Topic <i>Comprehension and Collaboration</i>	Pacing
Standard Statement <ol style="list-style-type: none"> 1. <i>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</i> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 2. <i>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.</i> 3. <i>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify and follow the agreed upon rules for discussion. • I can listen to the comments of others and share my own ideas. • I can identify key information presented in different formats (e.g., text read aloud, oral presentation, video, audio book, website). • I can ask and answer questions about key details of information presented in multiple ways. • I can identify when I do not understand something and ask for clarification. • I can ask and answer questions that help me get information or make something clear. 	Content Elaborations <p>As kindergarten students enter school, they develop an understanding of the importance of Comprehension and Collaboration as a part of the classroom discourse process. Like writing, speaking is a composition process with informal and formal structures. Most often students at this level are involved in informal speaking situations. It is the responsibility of the teacher to create a classroom atmosphere that promotes active participation by all students in classroom talk. When students talk with one another, they develop the skills of questioning and elaboration and are able to reflect on a range of ideas. Classroom talk helps children to think and learn.</p> <p>In the next grade band, students are expected to paraphrase and summarize information gathered from visual and oral presentations and use that information as a basis for discussion or composing text.</p>
Content Vocabulary <ul style="list-style-type: none"> • clear 	Academic Vocabulary <ul style="list-style-type: none"> • information

<ul style="list-style-type: none"> • media • presentation • discussion • idea 	<ul style="list-style-type: none"> • key detail
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Using KWLs: Draw a chart with three columns that are labeled K, W, and L respectively. Have students list what they know about a topic in the first column. In the second column, have students identify what they want to know. Emphasize the formation of a question for this column. For example, if the topic is tigers and a student says, “I want to know about a tiger’s stripes.” – the teacher should encourage the student to formulate a question about the stripes. “What is it you want to know about the stripes?” is a possible response or “What question do you have about the stripes?” Encourage students to use question words when completing the middle section of the KWL. • What’s the Problem?: Read aloud a series of stories by a single author. For example Ezra Jack Keats (<i>Snowy Day, Whistle for Willie, Peter’s Chair, Pet Show!</i>) or Eric Carle (<i>The Very Hungry Caterpillar, The Very Busy Spider, The Grouchy Ladybug, The Very Lonely Firefly</i>). After reading, have students discuss the problem the main character has and then decide how that problem was solved. Student responses can be charted in a whole class graphic (three columns, one for the book title, one for the problem, and one for the solution). Accept more than one response for the problem and solutions and encourage discussion about the varieties. Once the readings have been completed (over time), encourage students to discuss the commonalities found across the texts with respect to problems and solutions. • Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening, by Heidi Hayes Jacobs: This book offers teaching strategies to help students in primary through high school including those for building effective speaking and listening skills (Eye on Education, 2006). 	<p>Enrichment Strategies</p>

<ul style="list-style-type: none">• Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org.	
Integrations	Intervention Strategies

Kindergarten ELA / Speaking and Listening

Anchor Standard 4. <i>Present information, findings, and supporting evidence such that listeners can follow the lines of reasoning and the organization, development, and style are appropriate.</i> 5. <i>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i> 6. <i>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>	
Strand <i>Speaking and Listening</i>	
Topic <i>Presentation of Knowledge and Ideas</i>	Pacing
Standard Statement 4. <i>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i> 5. <i>Add drawings or other visual displays to descriptions as desired to provide additional detail.</i> 6. <i>Speak audibly and express thoughts, feelings, and ideas clearly.</i> Learning Targets: <ul style="list-style-type: none"> • I can identify and use details to describe familiar people, places, things, and events. • I can identify places in my work where I want to add more detail. • I can create drawings or add visual displays to add details to my presentation. • I can share my thoughts, feelings, and ideas clearly when I speak and explain why it is important. • I can speak in a voice that others can hear and understand. 	Content Elaborations <p>Speaking and listening are about the Presentation of Knowledge and Ideas. Activities that involve a wide range of materials promote talk. Students need to understand and be provided with opportunities to use speaking and listening to achieve specific purposes: to inform, to persuade, and to solve problems. The Speech Communication Association notes that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener and which includes both verbal and nonverbal components.</p> <p>In the next grade band, students are expected to make oral presentations that include multimedia components that enhance their topic and begin to develop an understanding of formal and informal English and the appropriate purposes and audiences in which each can be used.</p>
Content Vocabulary	Academic Vocabulary <ul style="list-style-type: none"> • familiar presentation • visual display • thought • feeling • idea • clearly • people • place • thing

	<ul style="list-style-type: none"> • event • detail
Formative Assessments	Summative Assessments
Resources <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Conversation Strategies: To move students away from popcorn talk (each child presenting a topic related idea that is not connected to an idea of another) facilitate the discussion with this technique: <ul style="list-style-type: none"> ~ Clarify-Extend: 1) listen to what a child has to say, 2) pick an idea from the child’s talk and explain it, disentangle it, or add to it ~ Ask-Tell: 1) become involved in what the child is doing, 2) highlight what the child should attend to, 3) maintain interest by breaking down the task, 4) offer praise and encouragement ~ Think-Aloud: 1) involve the child in what you are wondering, 2) share your thoughts out loud, 3) model how to think it through to a conclusion • Role Play: Begin with real life examples that provide opportunities to practice language in different situations, such as a restaurant, grocery store, or hospital. Teachers can participate in the role play to display/model appropriate behaviors such as buying or selling or being patients, doctors, nurses, etc. • Talking Beads: Students are given four beads. Each bead represents the following questions: What does it look like? What do you do with it? Where do you find it? What does it do? Students are to answer these questions as they slide their bead and talk about a physical item they are sharing. Alternative questions can be used. 	Enrichment Strategies
Integrations	Intervention Strategies

Kindergarten ELA / Language

Anchor Standard <ol style="list-style-type: none"> 1. <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> 2. <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> 	
Strand <i>Language</i>	
Topic <i>Conventions of Standard English</i>	Pacing
Standard Statement <ol style="list-style-type: none"> 1. <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <ol style="list-style-type: none"> 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/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. 2. <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <ol style="list-style-type: none"> 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). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify the differences between upper- and lowercase letters. • I can print upper- and lowercase letters correctly. • I can use common nouns and verbs correctly when writing or speaking. • I can make the correct plural noun when writing or speaking by adding “-s” or “-es.” • I can use question words and common prepositions correctly when writing or speaking. 	Content Elaborations <p>Beginning writers often use gross approximations of letter forms, invented words, and make-believe sentences in their work. These approximations become more refined as these writers are encouraged to read their work aloud to a peer or adult. In this work, specific Conventions of Standard English (punctuation, plurals) can be focused on and incorporated into the authentic writing. Daily writing for a variety of purposes is critical to the development of convention and grammatical knowledge. Speaking vocabulary increases with exposure to authentic experiences, discovery, and interactions with text. Expansion of sentences provides speakers with opportunities to hear additional ways of expressing thoughts. “I have a yellow dress on today,” as expressed by a student can get the response, “I love the purple flowers on your sparkly, yellow dress,” from the teacher. Give the student more words to use in descriptive situations.</p> <p>In the next grade band, students focus on more complex grammatical constructions (such as abstractions and complex sentences) and punctuation (quotation marks, underlining, commas) to communicate text.</p>

<ul style="list-style-type: none"> • I can share my ideas and respond to questions using complete sentences. • I can capitalize the first word and the pronoun “I” in a sentence. • I can recognize and name end punctuation such as a question mark, exclamation point, and period. • I can recognize the common sounds made by letters. • I can write the letter or letters for consonant and vowel sounds. • I can spell words by matching sound to letters. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • uppercase letter • lowercase letter • noun • verb • plural • preposition • capitalize • pronoun • question mark • exclamation point • period • consonant sound • vowel sound 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • question word • complete sentence
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Elementary Literacy Assessment 	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Interactive Writing: Interactive writing is a cooperative event in which teacher and children jointly compose and write text. Interactive writing can be used to demonstrate concepts about print, develop strategies, and learn how words work. These activities can be as simple as using a nursery rhyme and leaving words out that students can help spell and write to composing a class story around a shared event. • Chart Targets: Write familiar poetry on chart paper. As students share in the reading encourage them to focus on a specific aspect of print. 	<p>Enrichment Strategies</p>

<p>For example, circle words with the short “a” sound, identify end punctuation and explain how it makes you read, find question words, etc.</p> <ul style="list-style-type: none"> • Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers (3rd ed.), by Gail E. Tompkins: Provides classroom vignettes, examples of student work, ideas for mini lessons, and assessment tools. • Interactive Writing: How Language and Literacy Come Together K-2, by Andrea McCarrier, Irene C. Fountas, and Gay Su Pinnell (Heinemann, 1999): Focused on the early phases of writing, the book has special relevance to prekindergarten, kindergarten, and grades 1 and 2 teachers. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	
<p>Integrations</p>	<p>Intervention Strategies</p>

Kindergarten ELA / Language

Anchor Standard <ol style="list-style-type: none"> 4. <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</i> 5. <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> 6. <i>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.</i> 	
Strand <i>Language</i>	
Topic <i>Vocabulary Acquisition and Use</i>	Pacing
Standard Statement 3.* Knowledge of Language begins in Grade 2. <ol style="list-style-type: none"> 4. <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i> <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. 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. 5. <i>With guidance and support from adults, explore word relationships and nuances in word meanings.</i> <ol style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 6. <i>Use words and phrases through conversations, reading and being read to, and responding to texts.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify and use words that have more than one meaning. • I can identify and use the affixes of unknown words. 	Content Elaborations Kindergarten is a time of significant Vocabulary Acquisition and Use. Readers, writers, speakers, and listeners identify and use word meanings, inflections, and affixes based on shared reading experiences. They explore word relationships and usage through conversations, reading, read alouds, and responding to texts with scaffolding and support. They explore new vocabulary through speaking and shared writing experiences and encounter/learn vocabulary modeled in conversations and texts. Young students often overgeneralize the rules of English; for example, in expressing past tense “-ed” gets added to any verb (go-ed for went, think-ed for thought). In the beginning, this overgeneralization shows that students have internalized that specific rule. Providing language for the exceptions will expand their vocabulary. In the next grade band, students investigate the uses of formal and informal English; use grade appropriate vocabulary in speaking, reading, and writing; develop an understanding of figurative language and its influences on text; and increase their content and academic vocabulary.

<ul style="list-style-type: none"> • I can sort common objects into categories and explain what the objects have in common. • I can identify the opposite of a word (verb or adjective). • I can connect words I hear and read to the real world. • I can recognize verbs that have similar meanings and act out the meanings to show their differences. • I can discover new words and phrases through reading, listening, and conversation. • I can use my new words and phrases when speaking and writing. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • prefix • suffix • affix 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • common • category • opposite • connection • similar • different • phrase • list
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Universal Screener – word lists • Elementary Literacy Assessment 	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Word Sorts: 1) Place small objects or picture cards where everyone can see. The cards/objects should share some commonalities (i.e., fruits and vegetables, colors, big and little). 2) Students sort the cards/items into two or more categories. 3) Students share their sorts with classmates, emphasizing the categories they made. As students begin reading, these word sorts can be done by word family, beginning sounds, vowel sounds, etc. • Concept Books: Share books that focus on a single concept to expand students' understanding of that concept. For example, <i>Black? White! Day? Night! A Book of Opposites</i> by Laura Vaccaro Seeger and <i>Brian Wildsmith's Opposites</i> by Brian Wildsmith for opposites or <i>Over, Under</i> 	<p>Enrichment Strategies</p>

<p><i>and Through</i>, by Tana Hoban and <i>We're Going on a Bear Hunt</i> by Michael Rosen and Helen Oxenbury when studying position words.</p> <ul style="list-style-type: none"> • Guess What?: Place a common object in a paper bag. Students ask single yes or no questions to get enough information to identify the object. As students become more confident with the game, increase the complexity by requiring more-specific language. For example, “a ball” might be a correct answer initially; however, “a red playground ball” would be appropriate as they get more familiar with the activity. This activity helps with descriptions and being specific in language. • Oral Language and Early Literacy in Preschool: Talking, Reading, and Writing, by Kathleen A. Roskos, Patton O. Tabors, and Lisa A. Lenhart (International Reading Association, 2009): Provides strategies, instructional frameworks, and ways to develop assessment appropriate to the age and task. • Literacy Development in the Early Years: Helping Children Read and Write (6th ed.), by Lesley Mandel Morrow (Allyn and Bacon, 2008): Provides strategies to help young children develop literacy skills within the context of real reading and writing. • Diverse Learners: Resources based on the Universal Design for Learning principles are available at www.cast.org. 	
<p>Integrations</p>	<p>Intervention Strategies</p>