

# COMMON CORE

State Standards

**DECONSTRUCTED** for  
**CLASSROOM IMPACT**

**KINDERGARTEN**

**ENGLISH LANGUAGE ARTS**

LITERACY IN HISTORY/SOCIAL STUDIES,  
SCIENCE & TECHNICAL SUBJECTS



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## Introduction

The Common Core Institute is pleased to offer this grade-level tool for educators who are teaching with the Common Core State Standards.

The Common Core Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness. Among the works that have been compiled and/or referenced are the following: Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; Learning Progressions from The University of Arizona's Institute for Mathematics and Education, chaired by Dr. William McCallum; the Arizona Academic Content Standards; the North Carolina Instructional Support Tools; and numerous math practitioners currently in the classroom.

We hope you will find the concentrated and consolidated resource of value in your own planning. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

## Understanding the Organization

The **Overview** includes Anchor Standards for Reading which are mirrored in the ELA Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the strand—Reading Literature (RL), Reading Foundation (RF), etc.—which you might consider the domain or area of literacy, and the organizing content area (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity) of the Anchor Standards for Reading.

Each section begins with the **Domain**. Again, this represents the area or domain of literacy: reading literature (RL), reading foundation (RF), etc. Think of the domain as a sort of header as the content will reflect standards-focused information within that strand. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same format will be followed for the each subsequent strand.

What follows the **Domain** are the core anchor standards for an organizing **Content** area (i.e., Key Ideas and Details). Next is the Critical Focus or some of the specific learner outcomes related to this domain and the organizing content area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular strand (i.e., Reading Literature). Think of this as an overarching guiding concept.

**Academic Vocabulary** supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Standard** is then the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

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For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying of **Know: Concepts/Skills, Think**, and **Do**, and **Key Strategies**.

The **Essential Question(s)** enable you to focus your instructional strategies and learning objectives as you plan. The Learning Progressions are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level with your students enter your grade and the proficiency expectations for the next grade. The **DOK Range for Instruction & Assessment** with the accompanying Instructional Targets of **Know: Concepts/Skills, Think**, and **Do** offer you further detail to support planning for instructional practice and student learning. The last feature is the **Key Strategies**. As you refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the **Key Strategies** for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

## OVERVIEW

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

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## Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

## Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.<sup>1</sup> To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.<sup>2</sup>

## Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2007 National Assessment of Educational Progress. pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

### Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

<sup>1</sup> The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

<sup>2</sup> As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

# KINDERGARTEN

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## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

### **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### **They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

### **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

### **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and world views, students can vicariously inhabit worlds and have experiences much different than their own.





**LITERACY DOMAIN: READING**

**READING ANCHOR  
STANDARDS FOR  
LITERATURE  
(RL)**

**FIRST** GRADE

**ENGLISH LANGUAGE ARTS**



## College and Career Readiness Anchor Standards for Reading

The Kindergarten standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

## ANCHOR READING STANDARDS

### Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LITERATURE

## CRITICAL FOCUS

### LEARNER OUTCOMES

With assistance, students will understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. They also have to be able to recognize and name elements in a story.

Use questions and prompts such as:

- Can you tell me what happened at the beginning of the story?
- What happened after that? What happened at the end of the story?
- Can you find the part that tells where the story takes place (picture or words)?
- Who was in the story?
- Can you find (picture or words) this character?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate, event, examine, exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RL.1**

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..

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RL.1</b>	With prompting and support, ask and answer questions about key details in a text.		
<b>ESSENTIAL QUESTION(S)</b>	How can asking and answering questions help me understand the text?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, ask and answer questions about key details in a text.	
	<b>Grade: 1st</b>	Ask and answer questions about key details in text.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify key details of a text. Ask questions about key details in a text. Answer questions about key details in a text.		

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

## KEY STRATEGIES

### Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RL.2**

Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RL.2</b>	With prompting and support, retell familiar stories, including key details.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• How can retelling a story help a reader remember and understand the text?</li> <li>• Why is using key details from the story important in retelling the story?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, retell familiar stories, including key details.	
	<b>Grade: 1st</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify key details of a story. Retell a familiar story including key details.		

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"

Does it make sense?

Do those letters make the word?

Does that look like ...?

Does that sound right?

## KEY STRATEGIES

### Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RL.3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RL.3</b>	With prompting and support, identify characters, settings, and major events in a story.		
<b>ESSENTIAL QUESTION(S)</b>	How do readers identify story elements?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, identify characters, settings, and major events in a story.	
	<b>Grade: 1st</b>	Describe characters, settings, and major events in a story, using key details.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Define character, setting and major events. Identify the characters, setting, and major events.		

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

## KEY STRATEGIES

### Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## ANCHOR READING STANDARDS

### Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

With assistance, students will understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. They also have to be able to recognize and name elements in a story.

Use questions and prompts such as:

- Can you tell me what happened at the beginning of the story?
- What happened after that? What happened at the end of the story?
- Can you find the part that tells where the story takes place (picture or words)?
- Who was in the story?
- Can you find (picture or words) this character?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate, event, examine, exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

**ANCHOR  
READING  
STANDARD  
RL.4**

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.

LITERATURE

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RL.4</b>	Ask and answer questions about unknown words in a text.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>Why is it important for readers to identify words they do not know?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Ask and answer questions about unknown words in a text.	
	<b>Grade: 1st</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify unknown words in a text. Recognize that a question requires an answer.	Formulate a question about unknown words in a text. Use resources/strategies to answer questions about unknown words in text.	

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

**ANCHOR  
READING  
STANDARD  
RL.5**

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RL.5</b>	Recognize common types of texts (e.g., storybooks, poems).		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• How do readers identify the characteristics of a text?</li> <li>• Why is it important to know what type of text you are reading?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Recognize common types of texts (e.g., storybooks, poems).	
	<b>Grade: 1st</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize common types of text such as storybooks. Recognize common types of text such as poems.		

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

**ANCHOR  
READING  
STANDARD  
RL.6**

Assess how point of view or purpose shapes the content and style of a text.

LITERATURE

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RL.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>How do authors and illustrators present information?</li> <li>What role do authors and illustrators have?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
	<b>Grade: 1st</b>	Identify who is telling the story at various points in a text.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Name the author and the illustrator. Define author purpose. Define illustrator purpose.		

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

## ANCHOR READING STANDARDS

### Integration of Knowledge and Ideas

#### 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

#### 8. 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.

#### 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LITERATURE

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in kindergarten should be able to recognize a story, a poem, a book, and other forms of text. At this level, they ask and answer questions about words they do not know across various kinds of texts by using story context. Kindergarten students also identify the author and illustrator of a story and the part each plays in telling the story.

Use questions and prompts such as:

- What can you do when you come to a word you do not know? (use context)
- Can you tell me what kind of book this is?
- How do you know?
- Who is the author? What is his/her job?
- Who is the illustrator? What is his/her job?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RL.7**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RL.7</b>	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).		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>What can illustrations tell me about the story?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	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).	
	<b>Grade: 1st</b>	Use illustrations and details in a story to describe its characters, setting, or events.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>		Describe a moment in a story using the illustrations.  Describe how the illustrations and story are related.	

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"

Does it make sense?

Do those letters make the word?

Does that look like ...?

Does that sound right?

## KEY STRATEGIES

### Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RL.8**

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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**K.RL.8**

1.RL.8 (Not applicable to Literature.)

# ENGLISH LANGUAGE ARTS/LITERACY

## ANCHOR READING STANDARD RL.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LITERATURE

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RL.9</b>	With prompting and support compare and contrast the adventures and experiences of characters in familiar stories.		
<b>ESSENTIAL QUESTION(S)</b>	How can you compare and contrast characters in stories?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
	<b>Grade: 1st</b>	Compare and contrast the adventures and experiences of characters in stories.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize characters in familiar stories.  Determine similarities and differences of adventures and experiences in familiar stories.	Compare adventures and experiences.  Contrast adventures and experiences.	

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

## ANCHOR READING STANDARDS

### Range of Reading and Level of Text Complexity

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

LITERATURE

## CRITICAL FOCUS

### LEARNER OUTCOMES

Actively engaged students are responsible for their own learning.

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

“Students also acquire the habits of reading independently and closely, which are essential to their future success.”

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RL.10**

Read and comprehend complex literary and informational texts independently and proficiently.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RL.10</b>	Actively engage in group reading activities with purpose and understanding.		
<b>ESSENTIAL QUESTION(S)</b>	How can I participate in group reading?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Actively engage in group reading activities with purpose and understanding.	
	<b>Grade: 1st</b>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Engage in group reading activities regarding key ideas and details. Engage in group reading activities regarding craft and structure. Engage in group reading activities regarding integration of knowledge and ideas. Understand activities that reflect purpose and understanding of text.	Engage in group reading activities analyzing key ideas and details. Engage in group reading activities analyzing craft and structure. Engage in group reading activities analyzing integration of knowledge and ideas. Apply activities that reflect purpose and understanding of text.	

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking

## KEY STRATEGIES

- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## Standard 10: Range, Quality, and Complexity of Student Reading K-5

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics



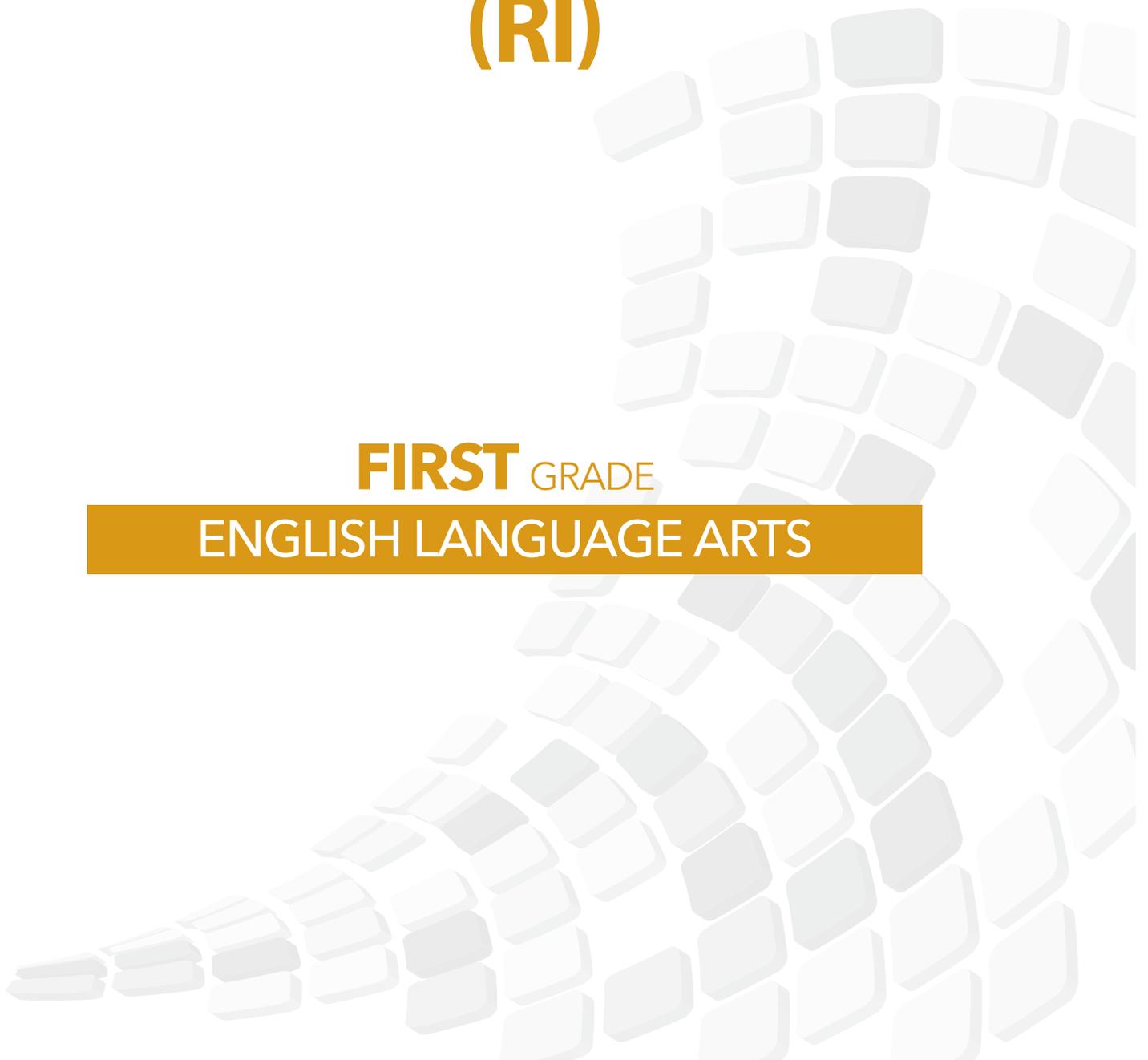


**LITERACY DOMAIN: READING**

**READING ANCHOR  
STANDARDS FOR  
INFORMATIONAL TEXT  
(RI)**

**FIRST** GRADE

**ENGLISH LANGUAGE ARTS**



## College and Career Readiness Anchor Standards for Reading

The Kindergarten standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

## ANCHOR READING STANDARDS

### Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

With assistance, students will understand what key details are and be able to ask and answer questions about them. They should be able to state the main idea in their own words. At this level, students are required to tell how two individuals, events, ideas or information are linked together.

Use questions and prompts such as:

- Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text. What is the main idea of this text?
- Can you find one of the important ideas in this text?
- Can you find another important idea?
- Can you tell me how these two ideas are the same?
- Can you tell me how they are different?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate, event, examine, exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RI.1**

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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RI.1</b>	With prompting and support, ask and answer questions about key details in a text.		
<b>ESSENTIAL QUESTION(S)</b>	How can asking and answering questions help me understand the text?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, ask and answer questions about key details in a text.	
	<b>Grade: 1st</b>	Ask and answer questions about key details in a text.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify key details in an informational text. Ask questions about the key details in an informational text. Answer questions about key ideas in informational text.		

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

## KEY STRATEGIES

### Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RI.2**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RI.2</b>	With prompting and support, identify the main topic and retell key details of a text.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>With prompting and support, identify the main topic and retell key details of a text.</li> <li>Identify the main topic and retell key details of a text.</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, identify the main topic and retell key details of a text.	
	<b>Grade: 1st</b>	Identify the main topic and retell key details of a text.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify the main topic of a text. Retell key details of a text. Identify the key details of a text.		

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

## KEY STRATEGIES

### Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RI.3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RI.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• How can making connections help understand informational text?</li> <li>• How do you describe the connection between two events?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
	<b>Grade: 1st</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify key details about an individual in an informational text. Identify details about events or ideas in an informational text.	Discuss the connection between two individuals, events, ideal or pieces of information. Identify the relationship between elements in an informational piece.	

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

## KEY STRATEGIES

### Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## ANCHOR READING STANDARDS

### Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

With assistance, students should understand how a piece of informational text is structured. At this level, students ask and answer questions about words they do not know; they can identify the main print concepts/features of a book and understand the roles of both author and illustrator.

Use questions and prompts such as:

- What do you do when you come to a word you do not know?
- What can help you? (glossary, use context)
- What is the job of the author?
- What is the job of the illustrator?
- Show me the front of the book.
- Show me the back of the book.

## BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

## ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate, event, examine, exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# ENGLISH LANGUAGE ARTS/LITERACY

## ANCHOR READING STANDARD RI.4

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.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RI.4</b>	With prompting and support, ask and answer questions about unknown words in a text.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>Why is it important for readers to identify words they do not know? (same as K.RL.4)</li> <li>What strategies do readers use to determine unknown words?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, ask and answer questions about unknown words in a text.	
	<b>Grade: 1st</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify unknown words. Recognize that a question requires an answer.	Formulate a question about unknown words in a text. Answer questions about unknown words in a text.	

INFORMATIONAL TEXT

### KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# ENGLISH LANGUAGE ARTS/LITERACY

## ANCHOR READING STANDARD RI.5

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

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RI.5</b>	Identify the front cover, back cover, and title page of a book.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>How do the components of a book help a reader?</li> <li>Why is it important to know the parts of a book?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Identify the front cover, back cover, and title page of a book.	
	<b>Grade: 1st</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify front cover, back cover, and title page.		

INFORMATIONAL TEXT

### KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# ENGLISH LANGUAGE ARTS/LITERACY

## ANCHOR READING STANDARD RI.6

Assess how point of view or purpose shapes the content and style of a text.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RI.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>How do authors and illustrators present information?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
	<b>Grade: 1st</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Name the author and the illustrator. Define what an author and an illustrator do.		

INFORMATIONAL TEXT

### KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

**ANCHOR  
READING  
STANDARDS**

**Integration of Knowledge and Ideas**

**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\***

Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

**8. 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.**

**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

**CRITICAL FOCUS**

**LEARNER  
OUTCOMES**

With assistance, students will understand how illustrations help explain the text and discuss similarities and differences in two texts that share the same main idea. At this level, students should also develop the ability to recognize the author's reasoning by finding support within the text.

Use questions and prompts such as:

- Look at this picture. Can you tell how the author uses this picture to help you understand the topic?
- What does this picture add to your thinking about what you (we) read?
- Can you find the reason why the author thinks that...?
- Can you find the reason why the author believes...?
- How are these two books showing the same topic in different ways?

**BIG IDEA**

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

**ACADEMIC  
VOCABULARY**

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RI.7**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RI.7</b>	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).		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>How can illustrations help me understand information?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	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).	
	<b>Grade: 1st</b>	Use the illustrations and details in a text to describe its key ideas.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify illustrations and text.	Describe people, places and things illustrations depict. Describe ideas illustrations depict. Describe the relationship between illustrations and a text.	

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

## KEY STRATEGIES

### Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RI.8**

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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RI.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.		
<b>ESSENTIAL QUESTION(S)</b>	How does an author support what he says in the text?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, identify the reasons an author gives to support points in a text.	
	<b>Grade: 1st</b>	Identify the reasons an author gives to support points in a text.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify the reasons an author gives to support point(s).		

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

## KEY STRATEGIES

### Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
READING  
STANDARD  
RI.9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RI.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• Why do authors provide reasons in their text?</li> <li>• How can I compare two texts on the same topic?</li> <li>• Why is it important to use more than one text on a topic?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
	<b>Grade: 1st</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify basic similarities between two texts on the same topic.  Identify differences between two texts on the same topic.		

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

## KEY STRATEGIES

### Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

### Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## ANCHOR READING STANDARDS

### Range of Reading and Level of Text Complexity

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Actively engaged students are responsible for their own learning.

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

“Students also acquire the habits of reading independently and closely, which are essential to their future success.”

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# ENGLISH LANGUAGE ARTS/LITERACY

## ANCHOR READING STANDARD RI.10

Read and comprehend complex literary and informational texts independently and proficiently.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RI.10</b>	Actively engage in group reading activities with purpose and understanding.		
<b>ESSENTIAL QUESTION(S)</b>	How can I participate in group reading?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Actively engage in group reading activities with purpose and understanding.	
	<b>Grade: 1st</b>	With prompting and support, read informational texts appropriately complex for grade 1.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Engage in group reading activities: key ideas and details Engage in group reading activities: craft and structure. Engage in group reading activities: integration of knowledge and ideas. Understand activities that reflect purpose and understanding	Engage in group reading activities: key ideas and details. Engage in group reading activities: craft and structure. Engage in group reading activities: integration of knowledge and ideas. Apply activities that reflect purpose and understanding of text.	

INFORMATIONAL TEXT

### KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

## Standard 10: Range, Quality, and Complexity of Student Reading K-5

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
<b>Stories</b>	<b>Dramas</b>	<b>Poetry</b>	<b>Literary Nonfiction and Historical, Scientific, and Technical Texts</b>
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics



**LITERACY DOMAIN: READING**

**READING  
FOUNDATIONS  
SKILLS  
(RF)**

**FIRST** GRADE

**ENGLISH LANGUAGE ARTS**



# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

*Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

### Print Concepts (K-1)

### Phonological awareness (K-1)

### Phonics and Word recognition (K-5)

### Fluency (K-5)

## READING FOUNDATIONAL SKILLS

### Reading Foundational Skills

#### Print Concepts

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students will understand basic print features. They will learn that: books have a correct position that print has specific directionality print has meaning and is made up of letters.

Use questions and prompts such as:

- Show me where to begin reading.
- Where do I go from there?
- After that?
- Which page do I read first?
- Point to the words as I read.

### BIG IDEA

- Readers with automaticity have adaptive reading skills that enable them to understand a variety of words and texts.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**READING  
FOUNDATIONAL  
SKILL  
RF.1**

Demonstrate understanding of the organization and basic features of print.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RF.1</b>	Demonstrate understanding of the organization and basic features of print.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• How do letters help me read?</li> <li>• Why is the alphabet important?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	
	<b>Grade: 1st</b>	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify features of a sentence.		Use the distinguishing features of a sentence.

<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.1a Follow words from left to right, top to bottom, and page by page.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize that words on a page progress from left to right, top to bottom and page by page.	Follow words from left to right, top to bottom, and page by page.	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.1b Recognize that spoken words are represented in written language by specific letter sequences.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Follow words from left to right, top to bottom, and page by page.		

# ENGLISH LANGUAGE ARTS/LITERACY

SUBSTANDARD DECONSTRUCTION			
KRF.1c Understand that words are separated by spaces in print.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Understand that words are separated by spaces.		

SUBSTANDARD DECONSTRUCTION			
KRF.1d Recognize and name all upper and lowercase letters of the alphabet.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Recognize and name all upper- and lowercase letters.		Name all upper- and lowercase alphabet letters.

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher’s role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

## READING FOUNDATIONAL SKILLS

### Reading Foundational Skills

#### Phonological Awareness

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students will develop an awareness of the sound structure of spoken words in order to detect and manipulate sounds at three levels of sound structure: 1) syllables, 2) onsets and rimes, and 3) phonemes.

Phonological awareness is one component of a larger phonological processing system used for speaking and listening.

Use questions and prompts such as:

- Which word rhymes with this one?
- Clap the syllables in this word.
- Say each sound you hear in this word slowly.
- What do you hear at the beginning of this word? What do you hear next? At the end?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**READING  
FOUNDATIONAL  
SKILLS  
RF.2**

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RF.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<b>ESSENTIAL QUESTION(S)</b>	How are words made up of sounds?	
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes) 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)   three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVC's ending with /l/, /h/, or /x/.) d. Add or substitute individual sounds (phonemes)   simple, one-syllable words to make new words.
	<b>Grade: 1st</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes) in spoken-syllable words. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. c. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.2a Recognize and produce rhyming words.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize rhyming words - short vowel sounds, initial and ending sounds.	Produce rhyming words.	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Count syllables in spoken words. Pronounce syllables in spoken words. Blend syllables in spoken words. Segment syllables in spoken words.		

# ENGLISH LANGUAGE ARTS/LITERACY

<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.2c Blend and segment onsets and rimes of single-syllable spoken words.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>			Blend and segment onsets and rimes of single-syllable spoken words.
<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.2d 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/.)		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>			Isolate and pronounce CVC words to recognize the initial, medial vowel and final sounds.
<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize rhyming words - short vowel sounds, initial and ending sounds.		Add individual sounds to simple one syllable words to make new words.  Substitute individual sounds to simple, one syllable words to make new words.

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

## READING FOUNDATIONAL SKILLS

### Reading Foundational Skills

#### Phonics and Word Recognition

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students begin learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development.

Use questions and prompts such as:

- Does that sound right?
- Does that look right?
- Does that make sense?
- Look at the word, does it look like...?
- You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word?
- Can you clap the syllables in this word?
- What does this final e tell you about this word?
- Look at the beginning of that word, can you get it started?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**READING  
FOUNDATIONAL  
SKILL  
RF.3**

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RF.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>ESSENTIAL QUESTION(S)</b>	How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?	
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	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 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 (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.
	<b>Grade: 1st</b>	Know and apply grade-level phonics and word analysis skills in decoding words). a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize one-to-one letter correspondence for each consonant. Distinguish the differing sounds of consonants.		Say the sound that corresponds to the consonant.

# ENGLISH LANGUAGE ARTS/LITERACY

<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify the five short and long vowels with common spellings.		Distinguish the differing sounds of consonants.
<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize high-frequency sight words.		Read high-frequency sight words.
<b>SUBSTANDARD DECONSTRUCTION</b>	K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize words that are similarly spelled. Identify the sounds of the letters that are different.	Determine the pattern of a word.	Read words that have a similar word pattern and identify the sounds and letters that are different.

## KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## READING FOUNDATIONAL SKILLS

### Reading Foundational Skills

#### Fluency

## CRITICAL FOCUS

### LEARNER OUTCOMES

Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.

Use questions and prompts such as:

- Make your reading sound like the characters are talking.
- Make your voice sound like the words are together.
- Make your voice go up when you see the question mark at the end.
- Make your voice go down when you see the period at the end.
- Go back and reread when it doesn't sound or look like you think it should.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

# ENGLISH LANGUAGE ARTS/LITERACY

## READING FOUNDATIONAL SKILL RF.4

Read with sufficient accuracy and fluency to support comprehension.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.RF.4</b>	Read with sufficient accuracy and fluency to support comprehension.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• Why is it important to read with purpose?</li> <li>• How do I read for understanding?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Read emergent-reader-texts with purpose and understanding.	
	<b>Grade: 1st</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify and understand foundational skills for Reading #1-3.  Recognize that there are different purposes for reading emergent-reader texts.	Apply foundational skills in Reading #1-3.  Determine the purpose for reading emergent-reader texts.	Read emergent-reader texts with purpose and for understanding

FOUNDATIONAL SKILLS

### KEY STRATEGIES

Promote self correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
  - Does it make sense?
  - Do those letters make the word?
  - Does that look like ...?
  - Does that sound right?

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text





**LITERACY DOMAIN: WRITING**

**WRITING ANCHOR  
STANDARDS  
(W)**

**FIRST** GRADE

**ENGLISH LANGUAGE ARTS**



# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## College and Career Readiness Anchor Standards for Writing

The Kindergarten standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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.

### Range of Writing

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.

*\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

## ANCHOR WRITING STANDARDS

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Kindergarten students must be able to express their opinion and demonstrate the ability to share their opinion with others. In kindergarten, students learn to dictate their thinking, illustrate their ideas, and write their thoughts across various genres (opinion, informative/explanatory, narrative). In order to do so, students will need multiple opportunities to express opinions and develop writing behaviors.

Students will need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the natural expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, kindergarten students need to be able to choose words or illustrations to use within their writing that show their thinking. Whether dictating, drawing, or writing, students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
WRITING  
STANDARD  
W.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.W.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is. . .).		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• How do writers express an opinion?</li> <li>• How can I use reasons to support my opinion?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)	
	<b>Grade: 1st</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify the title of a book or topic to write about. Recognize what an opinion is.		Write an opinion piece that introduces the topic or book - demonstrate a combination of drawing, dictating, and writing. Write an opinion piece that introduces the topic or book - include the topic or title of a book. Write an opinion piece that introduces the topic or book - state an opinion or preference about the topic or book. Write an opinion piece that provides a sense of closure.

## KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing

# ENGLISH LANGUAGE ARTS/LITERACY

## ANCHOR WRITING STANDARD W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.W.2</b>	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.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• How do writers name the topic they write about?</li> <li>• How can I draw, dictate or write information I know about?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	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.	
	<b>Grade: 1st</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify an informative/explanatory text. Select a topic for an informative/explanatory writing.	Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information.	Write an informative/explanatory text in which they name a topic. Write an informative/explanatory text in which they supply some information.

### KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
WRITING  
STANDARD  
W.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.W.3</b>	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.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• How can I draw, dictate, or write about an event?</li> <li>• How do writers tell about an event and share their reaction with the reader?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	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.	
	<b>Grade: 1st</b>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Choose a single event to discuss.	Distinguish between relevant and irrelevant details. Sequence relevant events. React to the event.	Draw, dictate, and/or write a narrative piece which contains relevant details.  Draw, dictate, and/or write a narrative piece which contains a logical sequence of events.  Draw, dictate, and/or write a narrative piece which contains a reaction.

## KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing

## ANCHOR WRITING STANDARDS

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## CRITICAL FOCUS

### LEARNER OUTCOMES

With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).

With assistance, students will use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). At this grade level, students will need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media..

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
WRITING  
STANDARD  
W.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**K.W.4** (Begins in grade 3.)

# ENGLISH LANGUAGE ARTS/LITERACY

## ANCHOR WRITING STANDARD W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.W.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>How can answering questions from others help improve my writing?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
	<b>Grade: 1st</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize how to respond to questions and suggestions from peers.  Recognize how to add details to strengthen writing as needed.	Develop writing by responding to questions and suggestions from peers.  Develop writing by adding details to strengthen writing as needed.	

### KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
WRITING  
STANDARD  
W.6**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.W.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>How can technology be used as a tool to write, publish, and/or collaborate?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	<b>Grade: 1st</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Use basic technology skills.	Select digital tools for producing and publishing writing.	Use technology to produce and publish writing individually and with peers.

## KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Writing process

## ANCHOR WRITING STANDARDS

### Research to Build and Present Knowledge

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.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Kindergarten students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.

At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions. Students do this work with prompting and support.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
WRITING  
STANDARD  
W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.W.7</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		
<b>ESSENTIAL QUESTION(S)</b>	How can I contribute to a shared research project?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
	<b>Grade: 1st</b>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify sources and tools for shared research.	Determine appropriate sources and tools to conduct shared research.  Participate in shared research and writing projects.	

## KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing

# ENGLISH LANGUAGE ARTS/LITERACY

## ANCHOR WRITING STANDARD W.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.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.W.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
<b>ESSENTIAL QUESTION(S)</b>	How can I gather information to answer a question?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	<b>Grade: 1st</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recall information from experience. Identify a credible source.	Gather information from more than one source to answer a question.	Answer a question using information from experience. Answer a question using information from a provided source.

### KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
WRITING  
STANDARD  
W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**K.W.9**

(Begins in grade 4.)

# ENGLISH LANGUAGE ARTS/LITERACY

## ANCHOR WRITING STANDARD W.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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### K.W.10

(Begins in grade 3.)



**LITERACY DOMAIN:  
SPEAKING AND LISTENING**

**SPEAKING AND  
LISTENING ANCHOR  
STANDARDS  
(SL)**

**FIRST** GRADE

**ENGLISH LANGUAGE ARTS**

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## College and Career Readiness Anchor Standards for Speaking and Listening

The Kindergarten standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**ANCHOR  
SPEAKING AND  
LISTENING  
STANDARDS**

## Comprehension and Collaboration

- 1. 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.**
- 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

### CRITICAL FOCUS

**LEARNER  
OUTCOMES**

Students in kindergarten will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc). Kindergarten students are able to confirm understanding of a text read aloud or information presented in multiple formats.

Kindergarten students should be able to listen to what a speaker says and then ask questions to gain comprehension if something is not understood. Students need to have strategies for asking questions that are on topic. They also need to know strategies for understanding and answering questions asked of them.

**BIG IDEA**

- A good communicator is able to express ideas effectively and listen actively

**ACADEMIC  
VOCABULARY**

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
SPEAKING AND  
LISTENING  
STANDARD  
SL.1**

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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.SL.1</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• When is an appropriate time to ask or answer questions?</li> <li>• How can I add to a conversation?</li> </ul>	
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	<p>Participate in collaborative conversations with diverse partners about grade kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>Continue a conversation through multiple exchanges.</li> </ol>
	<b>Grade: 1st</b>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol>
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify key ideas from kindergarten topics and texts. Identify agreed-upon rules for discussion. Recognize how others listen. Recognize how others move conversations along.	Determine comments and questions appropriate to the topic of discussion.	Participate in conversations about kindergarten topics and texts. Follow agreed-upon rules for discussion. Listen while others are speaking. Listen and respond to continued conversations with peers and adults.

SUBSTANDARD DECONSTRUCTION			
K.SL.1b Continue a conversation through multiple exchanges.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Identify agreed-upon rules for discussion. Recognize how others listen. Recognize how others move conversations along.	Determine comments and questions appropriate to the topic of discussion. Observe if agreed-upon discussion rules are being followed.	Follow agreed-upon rules for discussion. Listen while others are speaking. Listen and respond to continued conversations with peers and adults.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
SPEAKING AND  
LISTENING  
STANDARD  
SL.2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.SL.2</b>	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.		
<b>ESSENTIAL QUESTION(S)</b>	How can asking and answering questions support understanding?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	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.	
	<b>Grade: 1st</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Ask questions about key details from a text read aloud. Ask questions about key details from information presented orally. Ask questions about key details through other media.	Formulate a question based on key details.	Answer questions about key details from a text read aloud. Answer questions about key details from information presented orally. Answer questions about key details through other media.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

**ANCHOR  
SPEAKING AND  
LISTENING  
STANDARD  
SL.3**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.SL.3</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
<b>ESSENTIAL QUESTION(S)</b>	What kinds of questions should I ask during a presentation to increase my understanding?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood	
	<b>Grade: 1st</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize that asking questions is an appropriate strategy to further understanding. Identify questions and answers. Identify situations in which help is needed. Identify situations in which information is needed. Identify situations in which clarification is necessary.	Formulate appropriate questions to seek help, information, or clarification.	Ask questions to seek help, information, or clarification. Answer questions in order to seek help. Answer questions to get information. Answer questions for clarification.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## ANCHOR SPEAKING AND LISTENING STANDARDS

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Kindergarteners should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to add visual displays to illuminate chosen facts or details.

In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays.

Students will need to engage in behaviors that lead to the natural expression of ideas both verbally and in writing: turn and talk, small group discussion, and emergent listening and speaking learning centers. Students will also need a purposeful focus throughout ELA on choice-making. For example, kindergarten students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.

### BIG IDEA

- A good communicator is able to express ideas effectively and listen actively

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate, event, examine, exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

**ANCHOR  
SPEAKING AND  
LISTENING  
STANDARD  
SL.4**

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.SL.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
<b>ESSENTIAL QUESTION(S)</b>	Why is it important to describe people, places, things, and events with details?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
	<b>Grade: 1st</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify people, places, things, and events. Identify ideas, details, and feelings.	Determine relevant, details describing people, places, things and events.	Orally perform a clear presentation that describes people, places, things and events with relevant details.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
SPEAKING AND  
LISTENING  
STANDARD  
SL.5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.SL.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
<b>ESSENTIAL QUESTION(S)</b>	How can visuals enhance a presentation?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
	<b>Grade: 1st</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thought, and feelings.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Know ideas, thoughts, and feelings. Understand how to clarify.	Determine which ideas, thoughts, and feelings need clarification.  Determine when to add drawings or displays to descriptions to clarify.  Add drawings/visual displays to clarify ideas, thoughts, and feelings.	

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

**ANCHOR  
SPEAKING AND  
LISTENING  
STANDARD  
SL.6**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.SL.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>How can I express my ideas clearly?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Speak audibly and express thoughts, feelings, and ideas clearly.	
	<b>Grade: 1st</b>	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify different voice volumes used for different situations.		<p>Speak using appropriate voice volume for situation.</p> <p>Communicate thoughts, feelings, and ideas clearly through spoken words.</p>

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.



**LITERACY DOMAIN:  
LANGUAGE**

**LANGUAGE ANCHOR  
STANDARDS  
(L)**

**FIRST** GRADE

**ENGLISH LANGUAGE ARTS**

## College and Career Ready Language Anchor Standards

The Kindergarten standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. 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 or listening.

### Vocabulary Acquisition and Use

4. 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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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.

## ANCHOR LANGUAGE STANDARDS

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LANGUAGE

## CRITICAL FOCUS

### LEARNER OUTCOMES

An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”

Kindergarten students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.

### BIG IDEA

- The way we use language influences how others perceive us.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate, event, examine, exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
LANGUAGE  
STANDARD  
L.1**

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.L.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>ESSENTIAL QUESTION(S)</b>	Why is grammar important when speaking or writing?	
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters</li> <li>Use frequently occurring nouns and verbs</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol>
	<b>Grade: 1st</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use common, proper, and possessive nouns.</li> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>Use frequently occurring adjectives.</li> <li>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>Use determiners (e.g., articles, demonstratives).</li> <li>Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol>
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.L.1a Print many upper-and lowercase letters.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	<p>Recognize many of the letters of the alphabet.</p> <p>Recognize that letters can be both upper- and lowercase.</p>	Distinguish between upper- and lowercase letters.	Demonstrate the ability to print upper- and lowercase letters.

# ENGLISH LANGUAGE ARTS/LITERACY

SUBSTANDARD DECONSTRUCTION			
K.L.1b Use frequently occurring nouns and verbs.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Recognize common, proper and possessive nouns in speaking.		Use common, proper, and possessive nouns.

SUBSTANDARD DECONSTRUCTION			
K.L.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Recognize that nouns can be singular and plural.		Use regular plural nouns. Form regular plural nouns orally using /s/ and /es/.

SUBSTANDARD DECONSTRUCTION			
K.L.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Know the meaning of question words (interrogatives).		Use question words when speaking.

SUBSTANDARD DECONSTRUCTION			
K.L.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Recognize common prepositions.		Use question words when speaking.

SUBSTANDARD DECONSTRUCTION			
K.L.1f Produce and expand complete sentences in shared language activities.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Recognize and produce a complete sentence.	Demonstrate command of the English grammar conventions when writing to expand sentences in shared language activities.	Speak in complete sentences. Expand complete sentences.

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- Applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- Teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

# ENGLISH LANGUAGE ARTS/LITERACY

**ANCHOR  
LANGUAGE  
STANDARD  
L.2**

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

LANGUAGE

<b>K.L.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• Why are conventions important when writing?</li> <li>• How does using appropriate capitalization, punctuation, and spelling help my writing?</li> </ul>	
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>
	<b>Grade: 1st</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.L.2a Capitalize the first word in a sentence and the pronoun, I.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Apply correct capitalization when writing. Apply correct punctuation when writing.		

<b>SUBSTANDARD DECONSTRUCTION</b>	K.L.2b Recognize and name end punctuation.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Apply correct spelling when writing. Recognize and name end punctuation.		

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

SUBSTANDARD DECONSTRUCTION			
K.L.2c Write a letter or letters for most consonant and short vowel sounds (phonemes).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Match the sound and the letter for most consonant and short vowel sounds.		Write a letter or letter combinations for most consonant and short vowel sounds (phonemes)

SUBSTANDARD DECONSTRUCTION			
K.L.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Apply correct spelling when writing. Use sound-letter awareness to spell simple words phonetically.	Distinguish between letters.	

## KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- Applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- Teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context

**ANCHOR  
LANGUAGE  
STANDARD**

## Knowledge of Language

3. 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 or listening.

### CRITICAL FOCUS

**LEARNER  
OUTCOMES**

(Begins in Grade 3.)

LANGUAGE

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

## ANCHOR LANGUAGE STANDARD L.3

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 or listening.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**L.3** (Begins in grade 2.)

## ANCHOR LANGUAGE STANDARDS

### Vocabulary Acquisition and Use

4. 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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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

LANGUAGE

## CRITICAL FOCUS

### LEARNER OUTCOMES

As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.

The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts.

Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

Learning words at this stage includes exploring different shades of the same verb (run/sprint) inflections, common concepts/objects, words with multiple meanings, opposites, and how words are used in “real-life.”

### BIG IDEA

- The way we use language influences how others perceive us.

### ACADEMIC VOCABULARY

adjective, alphabet, alphabetical order, analyze, author, back, beginning sound, blend, bold print, book, bottom, capital, capitalization, character, communicate, compare, conduct, consonant, construct, contrast, cover, create, definition, demonstrate, design, diagraph, evaluate ,event, examine ,exclamation point, expository text, fable, fact, fairytale, fantasy, fiction, fluent, formulate, front, genre, glossary, identify, illustration, illustrator, initial sound, interpret, investigate, left, letter, locate, lower case, non-fiction, non-sense word, noun, observe, onset, organize, page, participate, perform, period, persuasive, phoneme, plan, plot, plural, predict, problem, punctuation, question, question mark, quotation mark, realistic, recognize, record, relate, resolution, return, rhyme, rhyming, right, rime, sentence, sequence, setting, sight word, singular, sort, sound, space, spine, sweep, syllable, table of contents, tale, text, theme, title, top, upper case, verb, vocabulary, vowel, word, word wall

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
LANGUAGE  
STANDARD  
L.4**

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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.L.4</b>	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.	
<b>ESSENTIAL QUESTION(S)</b>	What strategies can help me determine the meaning of unknown words?	
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>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.</li> </ul>
	<b>Grade: 1st</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.L.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize that some words and phrases have multiple meanings.	Identify new meanings for familiar words.  Apply the appropriate meaning for the word within the context.	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.L.4b Use the most frequently occurring inflections and affixes (e.g., -end, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)	Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word.  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	

## KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- Applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- Teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
LANGUAGE  
STANDARD  
L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.L.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
<b>ESSENTIAL QUESTION(S)</b>	How do I recognize word patterns?		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ol>	
	<b>Grade: 1st</b>	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; and a tiger is a large cat with stripes).</li> <li>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings..</li> </ol>	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4

<b>SUBSTANDARD DECONSTRUCTION</b>	K.L.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify common objects. Identify categories.	Sort common objects into categories.	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.L.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Know verbs. Know adjectives. Know opposites.	Relate verbs and adjectives to their opposites.	

# ENGLISH LANGUAGE ARTS/LITERACY

<b>SUBSTANDARD DECONSTRUCTION</b>	K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify real-life connections.	Identify real-life connections between words and their use.	

<b>SUBSTANDARD DECONSTRUCTION</b>	K.L.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Distinguish shades of meaning among verbs describing the same action.	Relate verbs and adjectives to their opposites.	Act out meanings of verbs.

## KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- Applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- Teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context

# KINDERGARTEN

LEXILE GRADE LEVEL BAND: NOT APPLICABLE

**ANCHOR  
LANGUAGE  
STANDARD  
L.6**

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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>K.L.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>• What strategies will I use to learn and use words?</li> <li>• How do I use new words I learn in my language?</li> </ul>		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: K</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
	<b>Grade: 1st</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Acquire words and phrases through conversations, reading and being read to, and responding to texts.	Distinguish if a word or phrase should be used when responding.	Use words and phrases accurately acquired through conversations, reading and being read to, and responding to texts.

## KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- Applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- Teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context

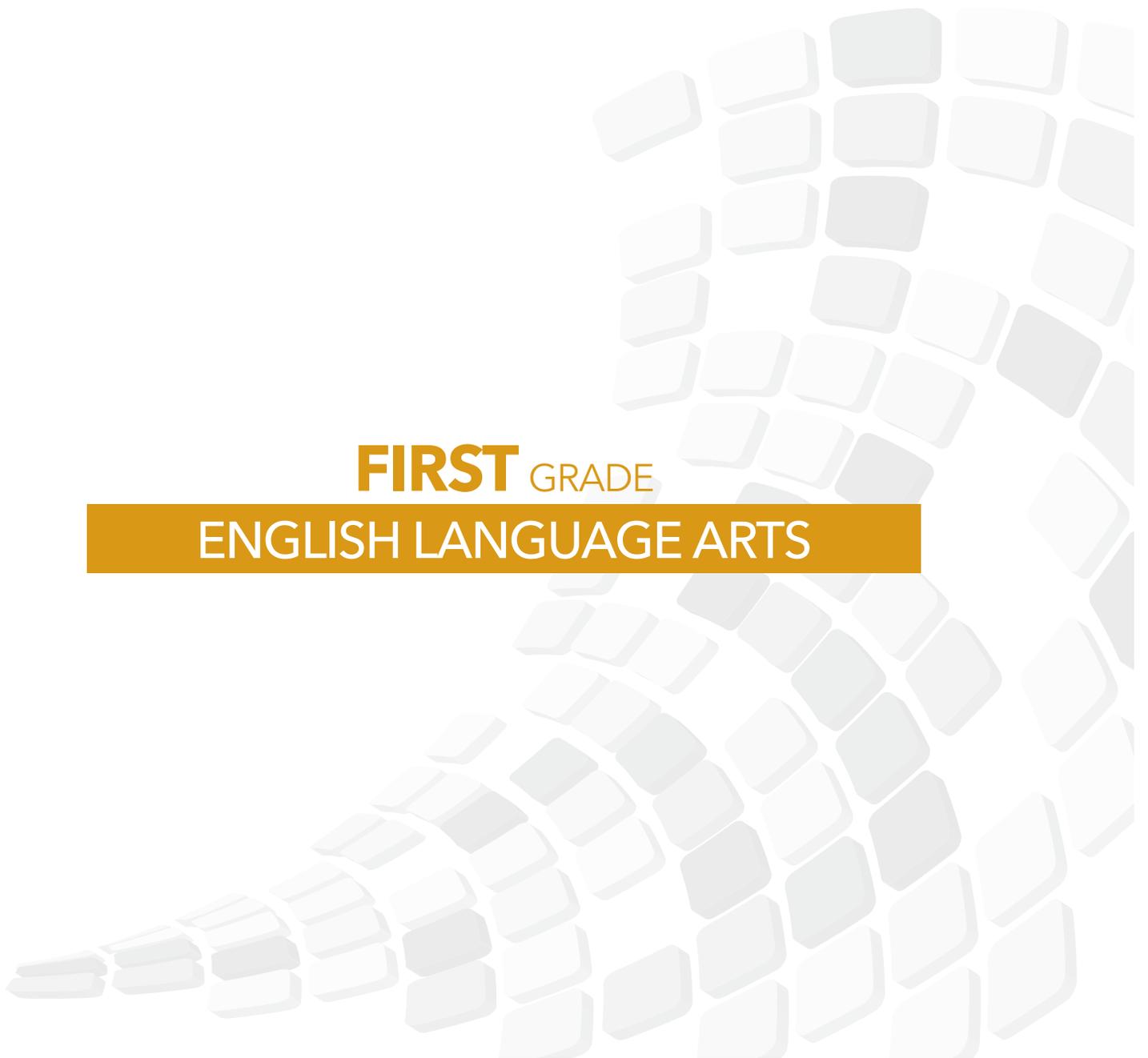




# APPENDIX

**FIRST** GRADE

ENGLISH LANGUAGE ARTS



# Appendix

## Writing

Definitions of the standards' three text types.

*The following is an excerpt from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B. For further definition of writing standards, reading, reading fundamentals, writing and language standards, use the Appendix B document for reference.*

## Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

### **“Argument” and “Persuasion”**

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

## Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

### ***Creative Writing beyond Narrative***

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

## Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C of the Common Core State Standards documents.



**COMMON  
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