ESSENTIAL QUESTION	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING	KINDERGARTEN READING STANDARD	KINDERGARTEN SKILL	ASSESSMENT	RESOURCES
How can we	Key Ideas and Details 1. Read closely to determine what the text	<u>Literature</u>	*With prompting and support:	Journeys: Emerging Literacy Survey, K-1.	Stories: children's adventure stories, folktales, legends, fables, fantasy,
retell a story?	says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to	Key Ideas and Details	 Ask and answer questions about key details in a text* Retell familiar stories, including key details* Identify characters, settings, and major events in a story* 	Journeys: Benchmark and Unit Tests,	realistic fiction and myth. Drama: Staged dialogue
How can we read a story if	support conclusions drawn from the text. 2. Determine central ideas or themes of a	Craft and Structure		Kindergarten	Poetry: nursery rhymes and the subgenres of the narrative poem,
we cannot read the words?	text and analyze their development; summarize the key supporting details and	Si agi ana sii aciare	 Ask and answer questions about unknown words in a text Recognize common types of texts (e.g., storybooks, 	Early Literacy Profile	limerick and free verse poems.
	ideas. 3. Analyze how and why individuals, events, and ideas develop and interact		 poems) Name the author and illustrator of a story and define the role of each in telling the story* 	Marie M. Clay Observation Survey	Examples: 1.Over in the Meadow 2.A Boy, A Dog, and a Frog
What do all stories have in	over the course of a text.	Integration of Knowledge & Ideas	Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story)	DIBELS	3. A Story, A Story 4.Pancakes for Breakfast
common?	Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining		 an illustration depicts) * Compare and contrast the adventures and experiences of 	Story Maps Running Records	5.Kitten's First Full Moon Classroom Resources:
	technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		characters in familiar stories Students will make cultural connections to text and self*		ChartsWord wall
What strategies do good readers use?	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text	Range of Reading & Level of Text Complexity	Engage actively in group reading activities with purpose and understanding	Note: Students at risk should be monitored	Leveled booksCentersBig booksSentence Strips
What are the	(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.	Responding to Literature	Make connections between self, text and the world around them*	weekly for growth. (Response to Intervention)	Letter and word gamesGraphic organizers
parts of a book?	Integration of Knowledge and Ideas	Informational Text			Instructional Practices: Language Experience Charts,
	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as	Key Ideas & Details	 Ask/answer questions about key details in a text * Identify the main topic and retell key ideas of the text* Describe the connection between two individuals, events, 		Readers Workshop and Writers Workshop are not limited to: • Modeling
	well as in words.* 8. Delineate and evaluate the argument		ideas, or pieces of information in a text*		Shared readingRead aloud
What can you learn from a story?	and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (NA)	Craft and Structure	 Ask/answer questions about unknown words in a text * Identify the front cover, back cover, title page of a book* Name the author and illustrator of a text; define the role 	Dictation sentences	Think aloudWorking with wordsGuided ReadingChoral Reading
	9. Analyze how two or more texts address		of each in presenting the ideas or information in a text		Partner Reading

How can we show what we know?	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	Integration of Knowledge & Ideas	 Describe the relationship between the illustrations and the text in which they appear (e.g., what person, place, thing or ideas in the text and illustration depicts)* Identify the reasons and author gives to support points in a text* Identify basic similarities and differences between the 	Conference log Reading Journals and Lists Observation	 Independent Reading (SSR) Mini lessons Journaling Author's chair <i>Great Books</i>: Text Based Discussions format.
pictures be used to tell about something?	and informational texts independently and proficiently. Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret	Range of Reading & Level of Text Complexity Foundational Skills	 two texts on the same topic (e.g., in illustrations, descriptions, or procedures)* Engage actively in group reading activities with purpose and understanding. 	Checklists Rubrics Short answer, open response	Biographies, autobiographies, historical, scientific and technical books and texts. Graphs, charts, maps and digital sources Examples: 1.My Five Senses
What makes words rhyme?	literary texts from a variety of genres and a wide spectrum of American world cultures.	Print Concepts	 Demonstrate understanding of the organization and basic features of print. Follow the words from left to right, top to bottom, and basic features of print Recognize that spoken words are represented in written language by specific sequences of letters. 		 2. Truck 3. I Read Signs 4. What Do You Do With a Tail Like This? 5. Amazing Whales
made?			 Understand that words are separated by spaces in print Recognize and upper-and lowercase letters of the alphabet. 		A-Z Reading www.readinga-z.com
Why is it important to read words around us at home, school and in the community?		Phonological Awareness	 Demonstrate understanding of spoken words syllables and sounds (phonemes). Recognize and produce rhyming words Counts, pronounces, blends, and segment syllables in spoken words Blend and segment onset of rhymes of single-syllable spoken words Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three –phoneme (CVC*) words.* (This does not include words ending /l/, /r/, 		The DIBELS measures the 5 Big Ideas in early literacy identified by the National Reading Panel: •Phonemic Awareness •Alphabetic Principle •Accuracy and Fluency •Vocabulary •Comprehension https://dibels.uoregon.edu/
How can pictures help to understand a story, text or article?		Phonics and Word Recognition	 or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words Know and apply grade-level phonics and word analysis skills in decoding words 		250 Dolch Words: http://dolchword.com/

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				Demonstrate basic knowledge of one -to -one letter-	
	COLLEGE AND CAREER READINESS			sound correspondences by producing the primary	
	COLLEGE AND CAREER READINESS			sound or many of the most frequent sounds for each	Response to Intervention
	ANCHOR STANDARDS FOR WRITING			consonant	www.nysrti.org/
** '11	Text Type and Purposes			 Recognize and associate the long and short sounds 	
How will	1. Write arguments to support claims in an analysis of substantive topics or texts,			with common spellings (graphemes) for the major	www.interventioncentral.org/
recognizing	using valid reasoning and relevant and			five vowels	www.rti4success.org/
letters of the	sufficient evidence.			Read common high-frequency words by sight (e.g.,	
alphabet help	2. Write informative/explanatory texts to			the, of, to you, she, my, is, are, do, does)	http://www.reading.org/
me begin to				 Distinguish between similarly spelled words by 	
read and	examine and convey complex ideas and information clearly and accurately			identifying the sounds of the letters that differ	http://www.readinga-
write?				identifying the sounds of the fetters time officer	z.com/guided/runrec/howto.html
witte.	through the effective selection,	Fluency	•	Read emergent-reader text with purpose and	
	organization, and analysis of content.	Truency		understanding.	CCSS for ELA and Literacy include
	3. Write narratives to develop real or	Writing		understanding.	3 appendices:
	imagined experiences or events using effective technique, well-chosen details,	writing			
	and well-structured event sequences.	Text Types and Purpose		Use a combination of drawing, dictating, and writing to	Appendix A Research
What is a	Production and Distribution of Writing	Text Types and Furpose	•	compose opinion pieces in which they tell a reader the	supporting key elements of the
noun?	4. Produce clear and coherent writing in			topic or the name of the book they are writing about and	standards and Key Terms
	which the development, organization, and			state an opinion or preference about the topic or	Appendix B: Test Exemplars
	style are appropriate to task, purpose, and			book(e.g., My favorite book is)	and Sample Performance Tasks
	audience.(Begins in Grade 3)			Use a combination of drawing, dictating, and writing to	Appendix C: Samples of
	5. Develop and strengthen writing as		•	compose informative /explanatory text in which they	Student Writing
How are plurals	needed by planning, revising, editing,			name what they are writing about and supply some	
made?	rewriting, or trying a new approach.			information about the topic.	www.k6.thinkcentral.com
	6. Use technology, including the Internet,			Use a combination of drawing, dictating, and writing to	http://www.emsc.nysed.gov/ciai/
	to produce and publish writing and to		•	narrate a single event or several loosely linked events, tell	
	interact and collaborate with others.			about the events in the order in which they occurred, and	http://engageny.org/teachers/
	Research to Build Present and Present			provide a reaction to what happened.	Getting Started With the
	Knowledge	Production and		provide a reaction to what happened.	Common Core
When are	7. Conduct short as well as more	Distribution of Writing		D 14	Common Core Implementation,
capital letters	sustained research projects based on	Distribution of Writing	•	Respond to questions and suggestions from peers and add details to strengthen writing as needed with guidance and	instructional Shifts Video Series
used in a	questions, demonstrating understanding				Curriculum Exemplars
sentence?	of the subject under investigation.			support from adults	1
	8. Gather relevant information from		•	Explore a variety of digital tools to produce and publish	Classroom Assessment & Grading,
	information from multiple print and			writing, including in collaboration with peers, with	Robert Marzano
	digital sources, assess the credibility and			guidance and support from adults	
How are	accuracy of each source, and integrate the	Research to Build and	_	Destinate to describe a second	
periods,	informational texts to support analysis,	Present Knowledge	•	Participate in shared research and writing projects (e.g.,	Classrooms That Work: They Can
question marks	reflection, and research.			explore a number of books by a favorite author and	All Read and Write by Patricia
and	9. Draw evidence from literary or			express opinions about them.	Cunningham and Richard L.
exclamations	informational texts to support analysis,		•	Recall information from experiences or gather	Allington
L	mornational texts to support unarysis,	l .			

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used when	reflection and research.(Begins in Gr. 4)		1	information from provided sources to answer a question		
writing?	Range of Writing (Beings in Grade 3)			with guidance and support from adults		
wining.	10. Write routinely over extended time			with gardance and support from addition		Cooperative Learning: Cooperative
	frames(time for research, reflection, and	Speaking & Listening				<u>Learning</u> : Spencer Kagan
	revision) and shorter time-frames	Speaking to Disterning				www.KaganOnline.com
	(A single sitting or day or two) for a	Comprehension &				
What do I need	range of tasks, purposes, and audiences.	Collaboration	•	Participate in collaborative conversations with diverse		
to know about	range or ausis, purposes, and audiences.			partners about <i>kindergarten topics</i> and <i>texts</i> with peers		Common Formative Assessments,
my topic before				and adults in small and larger groups		Larry Ainsworth and Donald Viegut
I write?	College and Career Readiness Anchor			Follow agreed upon rules of discussion (e.g. listening		
	Standards for Speaking and Listening			to others and taking turns speaking about the topic		A Curricular Plan for the Writing
How has	Comprehension and Collaboration			and texts under discussion)		Workshop, Grade K, Common Core
technology	1. Prepare for and participate effectively			 Continue a conversation through multiple exchanges Seek to understand and communicate with 		Reading and Writing Workshop,
changed how	in a range of conversations and			individuals from different cultural backgrounds		Lucy Calkins
we	collaborations with diverse partners,		•	Confirm understanding of a text read aloud or		
communicate?	building on others' ideas and expressing		•	information presented orally or through other media by		
	their own clearly and persuasively.			asking and answering questions about key details and		Curriculum 21: Essential Education
	2. Integrate and evaluate information			requesting clarification if something is not understood		For A Changing World, Heidi Hayes
	presented in diverse media and formats,					Jacobs
How do you	including visually, quantitatively, and		•	Ask and answer questions in order to seek help, get information or clarify something that is not understood		
know you are	orally.			information of clarify something that is not understood		Early Literacy Profile:
speaking	3. Evaluate a speaker's point of view,	Presentation of		D 9 6 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		http://www.p12.nysed.gov/ciai/ela/p
clearly?	reasoning, and use of evidence and	Knowledge and Ideas	•	Describe familiar people, places and things and events		ub/elp1.pdf
	rhetoric.			and, with prompting and support, provide additional		
What can you	Presentation of Knowledge and Ideas			detail		
hear when you	4. Present information, findings and		•	Add drawings or visual displays to descriptions as		Effective Classroom Assessment:
listen?	supporting evidence such that listeners			desired to provide additional detail		<u>Linking Assessment with Instruction</u>
	can follow the line of reasoning and the		•	Speak audibly and express thoughts, feelings, and ideas		by Catherine Garrison, Dennis
Why is it	organization, development, and style			clearly		Chandler, and Michael Ehringhaus
important to be	appropriate to task, purpose, and					
a good listener?	audience.	Conventions of	•	Demonstrate command of conventions of Standard	Samples of student	Handbook of Instructional Practices
	5. Make strategic use of digital media and	Standard English		English grammar and usage when writing and speaking.	work overtime.	for Literacy Teacher-Educators:
How do you	visual displays of data to express			Print many upper and lower case letters		Examples: Joyce Many
understand a	information and enhance understanding			Use frequently occurring nouns and verbs	Writing skills checklist	
person who	of presentations.			Form regular plural nouns orally by adding /s/, or		Handwriting Without Tears
speaks a	6. Adapt speech to a variety of contexts			/es/ (e.g, dog, dogs; wish, wishes)		Curriculum
different	and communicative tasks, demonstrating			Understand and use question words (e.g., who what,	Favorite poems, songs,	http://www.hwtears.com/hwt
language?	command of formal English when			where, when, why, how)	letters, stories and	
	indicated or appropriate.			Use the most frequently occurring prepositions (e.g.	comments	
				to, from, in, out, on, off, for, of by, with)		Journeys Comprehensive Language
				Produce and expand complete sentences in shared		and Literacy Guide, K.
				language activities		

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College and Career Readiness Anchor Standards for Language Conventions of Standard English 1. Demonstrate command of 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.		 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.\/ Capitalize the first word in a sentence and the pronoun I Recognize and name end punctuation Write a letter or letters for most consonant and short vowel sounds (phonemes) Spell simple words phonetically, drawing on knowledge of sound-letter relationships 	Mailbox Magazine www.mailbox.com Magic Penny Curriculum www.themagicpenny.org/ Mosaic of Thought: Teaching Comprehension in a Reader's Workshop By Ellin Oliver Keene
Knowledge of Language (Begins in Grade 2) 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	Vocabulary Acquisition and Use	 Determine or clarify the meaning of unknown multiple-meaning words and phrases based on <i>kindergarten reading and content</i> Identify new meanings for familiar words and apply them accurately (e.g., knowing a duck is a bird and learning the verb to duck Use the most frequently occurring inflections and affixes (e.g., -ed,-s, re-, un, pre,-ful,-less) as a clue to 	and Susan Zimmerman. Marie Clay Observation Survey http://www.readingrecovery.org/reading_recovery/accountability/observation/index.asp
4. Determine or clarify 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		the meaning of an unknown word. With guidance and support from adults, explore word relationships and nuances in word meanings Sort common objects into categories Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) Identify real life connections between words and	The Phonics Dance www.phonicsdance.com Word Study Lessons-Kindergarten, Gay Su Pinnell and Irene C. Fountas
and nuances of word meanings. 6. Acquire and use accurately a range of general words and phrases.		their use (e.g. note places at school that are <i>colorful</i>) Distinguish shades of meaning among verbs describing the same general action (walk, march, strut) by acting out the meanings Use words and phrases acquired through conversations, reading and being read to and responding to text.	Using Formative Assessment to Monitor Learning and Inform Instruction: Giselle O. Martin- Kniep, Ph. D