

ESSENTIAL QUESTION	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING	KINDERGARTEN READING STANDARD	KINDERGARTEN SKILL	ASSESSMENT	RESOURCES
<p>How can we retell a story?</p> <p>How can we read a story if we cannot read the words?</p> <p>What do all stories have in common?</p> <p>What strategies do good readers use?</p> <p>What are the parts of a book?</p> <p>What can you learn from a story?</p>	<p>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.</p> <p>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.</p> <p>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. (NA) 9. Analyze how two or more texts address</p>	<p>Literature</p> <p><i>Key Ideas and Details</i></p> <p><i>Craft and Structure</i></p> <p><i>Integration of Knowledge & Ideas</i></p> <p><i>Range of Reading & Level of Text Complexity</i></p> <p><i>Responding to Literature</i></p> <p>Informational Text</p> <p><i>Key Ideas & Details</i></p> <p><i>Craft and Structure</i></p>	<p><i>*With prompting and support:</i></p> <ul style="list-style-type: none"> 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* <ul style="list-style-type: none"> Ask and answer questions about unknown words in a text Recognize common types of texts (e.g., storybooks, poems) Name the author and illustrator of a story and define the role of each in telling the story* <ul style="list-style-type: none"> Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) * Compare and contrast the adventures and experiences of characters in familiar stories <ul style="list-style-type: none"> Students will make cultural connections to text and self* <ul style="list-style-type: none"> Engage actively in group reading activities with purpose and understanding <ul style="list-style-type: none"> Make connections between self, text and the world around them* <ul style="list-style-type: none"> 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, ideas, or pieces of information in a text* <ul style="list-style-type: none"> 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 of each in presenting the ideas or information in a text 	<p><i>Journeys:</i> Emerging Literacy Survey, K-1.</p> <p><i>Journeys:</i> Benchmark and Unit Tests, Kindergarten</p> <p>Early Literacy Profile</p> <p>Marie M. Clay Observation Survey</p> <p>DIBELS</p> <p>Story Maps</p> <p>Running Records</p> <p>Note: Students at risk should be monitored weekly for growth. (Response to Intervention)</p> <p>Dictation sentences</p>	<p><i>Stories: children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction and myth.</i></p> <p><i>Drama: Staged dialogue</i></p> <p><i>Poetry: nursery rhymes and the subgenres of the narrative poem, limerick and free verse poems.</i></p> <p>Examples: <i>1. Over in the Meadow</i> <i>2. A Boy, A Dog, and a Frog</i> <i>3. A Story, A Story</i> <i>4. Pancakes for Breakfast</i> <i>5. Kitten’s First Full Moon</i></p> <p>Classroom Resources:</p> <ul style="list-style-type: none"> Charts Word wall Leveled books Centers Big books Sentence Strips Letter and word games Graphic organizers <p>Instructional Practices: <i>Language Experience Charts, Readers Workshop and Writers Workshop are not limited to:</i></p> <ul style="list-style-type: none"> Modeling Shared reading Read aloud Think aloud Working with words Guided Reading Choral Reading Partner Reading

<p>How can we show what we know?</p> <p>How can pictures be used to tell about something?</p> <p>What makes words rhyme?</p> <p>How are words made?</p> <p>Why is it important to read words around us at home, school and in the community?</p> <p>How can pictures help to understand a story, text or article?</p>	<p>similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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 literary texts from a variety of genres and a wide spectrum of American world cultures.</p>	<p><i>Integration of Knowledge & Ideas</i></p> <p><i>Range of Reading & Level of Text Complexity</i></p> <p><u>Foundational Skills</u></p> <p><i>Print Concepts</i></p> <p><i>Phonological Awareness</i></p> <p><i>Phonics and Word Recognition</i></p>	<ul style="list-style-type: none"> 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 two texts on the same topic (e.g., in illustrations, descriptions, or procedures)* Engage actively in group reading activities with purpose and understanding. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> 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. Understand that words are separated by spaces in print Recognize and upper-and lowercase letters of the alphabet. Demonstrate understanding of spoken words syllables and sounds (phonemes). <ul style="list-style-type: none"> 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/, 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 	<p>Conference log</p> <p>Reading Journals and Lists</p> <p>Observation</p> <p>Checklists</p> <p>Rubrics</p> <p>Short answer, open response</p>	<ul style="list-style-type: none"> Independent Reading (SSR) Mini lessons Journaling Author’s chair <i>Great Books</i>: Text Based Discussions format. <p><i>Biographies, autobiographies, historical, scientific and technical books and texts.</i></p> <p><i>Graphs, charts, maps and digital sources</i></p> <p>Examples: 1. <i>My Five Senses</i> 2. <i>Truck</i> 3. <i>I Read Signs</i> 4. <i>What Do You Do With a Tail Like This?</i> 5. <i>Amazing Whales</i></p> <p>A-Z Reading www.readinga-z.com</p> <p><i>The DIBELS measures the 5 Big Ideas in early literacy identified by the National Reading Panel:</i></p> <ul style="list-style-type: none"> Phonemic Awareness Alphabetic Principle Accuracy and Fluency Vocabulary Comprehension <p>https://dibels.uoregon.edu/</p> <p>250 Dolch Words: http://dolchword.com/</p>
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<p>How will recognizing letters of the alphabet help me begin to read and write?</p>	<p>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING Text Type 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.</p>	<p><i>Fluency</i></p>	<ul style="list-style-type: none"> ➤ Demonstrate basic knowledge of one -to -one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant ➤ Recognize and associate the long and short sounds with common spellings (graphemes) for the major five vowels ➤ Read common high-frequency words by sight (e.g., the, of, to you, she, my, is, are, do, does) ➤ Distinguish between similarly spelled words by identifying the sounds of the letters that differ 		<p>Response to Intervention www.nysrti.org/ www.interventioncentral.org/ www.rti4success.org/ http://www.reading.org/ http://www.readinga-z.com/guided/runrec/howto.html</p>
<p>What is a noun?</p>	<p>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.(Begins in Grade 3)</p>	<p><i>Writing</i></p>	<ul style="list-style-type: none"> • Read emergent-reader text with purpose and understanding. 		<p>CCSS for ELA and Literacy include 3 appendices:</p>
<p>How are plurals made?</p>	<p>Research to Build Present and Present Knowledge 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.</p>	<p><i>Text Types and Purpose</i></p>	<ul style="list-style-type: none"> • 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..) • Use a combination of drawing, dictating, and writing to compose informative /explanatory text in which they name what they are writing about and supply some information about the topic. • 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. 		<ul style="list-style-type: none"> • Appendix A Research supporting key elements of the standards and Key Terms • Appendix B: Test Exemplars and Sample Performance Tasks • Appendix C: Samples of Student Writing
<p>When are capital letters used in a sentence?</p>	<p>Research to Build Present and Present Knowledge 7. Conduct short as well as more sustained research projects based on questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informational texts to support analysis, reflection, and research.</p>	<p><i>Production and Distribution of Writing</i></p>	<ul style="list-style-type: none"> • Respond to questions and suggestions from peers and add details to strengthen writing as needed with guidance and support from adults • Explore a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support from adults 		<p>www.k6.thinkcentral.com http://www.emsc.nysed.gov/ciai/ http://engageny.org/teachers/</p>
<p>How are periods, question marks and exclamations</p>	<p>9. Draw evidence from literary or informational texts to support analysis,</p>	<p><i>Research to Build and Present Knowledge</i></p>	<ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. • Recall information from experiences or gather 		<p><u>Classroom Assessment & Grading</u>, Robert Marzano <u>Classrooms That Work: They Can All Read and Write</u> by Patricia Cunningham and Richard L. Allington</p>

	<p><u>College and Career Readiness Anchor Standards for Language</u> 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.</p> <p>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.</p> <p>Vocabulary Acquisition and Use 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 and nuances of word meanings. 6. Acquire and use accurately a range of general words and phrases.</p>	<p><i>Vocabulary Acquisition and Use</i></p>	<ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.\ <ul style="list-style-type: none"> ➤ Capitalize the first word in a sentence and the pronoun <i>I</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 • Determine or clarify the meaning of unknown multiple-meaning words and phrases based on <i>kindergarten reading and content</i> <ul style="list-style-type: none"> ➤ 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 the meaning of an unknown word. • With guidance and support from adults, explore word relationships and nuances in word meanings <ul style="list-style-type: none"> ➤ 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 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. 		<p>Mailbox Magazine www.mailbox.com</p> <p>Magic Penny Curriculum www.themagicpenny.org/</p> <p><u>Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop</u> By Ellin Oliver Keene and Susan Zimmerman.</p> <p>Marie Clay Observation Survey http://www.readingrecovery.org/reading_recovery/accountability/observation/index.asp</p> <p>The Phonics Dance www.phonicsdance.com</p> <p><u>Word Study Lessons-Kindergarten</u>, Gay Su Pinnell and Irene C. Fountas</p> <p><i>Using Formative Assessment to Monitor Learning and Inform Instruction</i>: Giselle O. Martin-Kniep, Ph. D</p>
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