

# Kindergarten English Language Arts BLUEPRINT – IF 1

**Anchor Standards**= one set of broad standards applied K-12

**Explicit Standards**= explicitly addressed skills assessed for mastery during this specific instructional focus

**Implicit Standards**= underlying skills that students need to have in order to be successful with the explicit standards

“Together anchor and grade level standards define the skills and understanding that all students must demonstrate.”  
(*Common Core Strategies Flip Chart*, 2010).

**\*\* The red standard(s) mean the SD Disaggregated template is not complete.**

Suggested Time	Instructional Focus 1 (EKIF1)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	In this instructional focus, students will learn about concepts of print, the basic features of a book, and begin mastering, sorting and recognizing letters and sounds. Students will begin to ask and answer questions about words and books. Students will write about similar experiences as the books they are studying and/or summarizing the book. These concepts are building the foundational skills that will ensure a successful kindergarten experience. They will begin to recognize site words and words used in units of study. The RF's, Reading Foundation standards, help teachers know what skills are important components in an effective, comprehensive reading program. Teachers will assess all students to determine what RF standards need to be taught to each	<p><b>EXPLICIT STANDARDS</b></p> <p><a href="#">RL.K.1</a> With prompting and support, ask and answer questions about key details in a text.</p> <p><a href="#">RL.K.5</a> Recognize common types of texts (e.g., storybooks, poems).</p> <p><a href="#">RI.K.1</a> Ask and answer questions about key details in a text.</p> <p><a href="#">RI.K.4</a> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><a href="#">RI.K.5</a> Identify the front cover, back cover, and title page of a book.</p> <p><a href="#">W.K.8</a> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><a href="#">SL.K.5</a> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><a href="#">L.K.1</a> Demonstrate command of the</p>	<p><b>Reading:</b> <b>Key Ideas and Details</b> <b>R.CCR.1</b> 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.</p> <p><b>Craft and Structure</b></p> <p><b>R.CCR.4</b> 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.</p>	<p><b>myOER:</b> <a href="#">Celebrating Seuss</a></p> <p><a href="#">“Two Large Stones” from <i>Mouse Soup</i> by Arnold Lobel</a></p> <p><a href="#">Who's At The Zoo? <i>Mammals, Reptiles, and Birds!</i></a></p> <p><a href="#">Author study of Patricia Polacco's <i>Family Stories</i></a></p> <p>Lesson examples above address at least one (or more) of the Common Core State Standards included in this Instructional Focus. To find more lessons for this instructional focus, please use the <b>Advanced Search</b> and type the keyword –</p>

	<p>student. Students who need additional support will be provided explicit instruction on the RF standards grades K-5. Students who have already mastered RF standards, will not need explicit instruction, but may still be assessed.</p> <p><b><u>Possible Focus Title: <i>Getting to Know a Book</i></u></b></p>	<p>conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">L.K.1a</a> Print many upper- and lowercase letters.</p> <p><a href="#">L.K.1d</a> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p><a href="#">L.K.2c</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><a href="#">L.K.5</a> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p><a href="#">L.K.6</a> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><a href="#">RF.K.1</a> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top</p>	<p><a href="#">R.CCR.5</a> 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.</p> <p><b><u>Writing</u></b></p> <p><b><u>Research to Build and Present Knowledge</u></b></p> <p><a href="#">W.CCR.8</a> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b><u>Speaking and Listening</u></b></p> <p><b><u>Presentation of Knowledge and Ideas</u></b></p> <p><a href="#">SL.K.5</a> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b><u>Language:</u></b></p> <p><b><u>Conventions of Standard English</u></b></p> <p><a href="#">L.CCR.1</a> Demonstrate command of the conventions</p>	<p>EKIF1.</p> <p><b><u>Teacher Ideas/Links:</u></b></p>
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		<p>to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>IMPLICIT STANDARDS</b></p>	<p>of standard English grammar and usage when writing or speaking.</p> <p><b><u>L.CCR.2</u></b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b><u>Vocabulary Acquisition and Use</u></b></p> <p><b><u>L.CCR.5</u></b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b><u>L.CCR.6</u></b> 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.</p>	
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