

Kindergarten English Language Arts BLUEPRINT – IF2

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 2 (EKIF2)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
5 weeks	The concepts taught in this instructional focus build upon the print concepts taught in the previous instructional focus and will lead to a deeper understanding of text. In this instructional focus, students will expand their knowledge of the basic features of print to include spacing between words, upper and lowercase letters, and forming plural nouns to continue towards mastery of letter/sound recognition. They will isolate and pronounce beginning sounds and begin to recognize rhyming words. After learning about basic features of print, students will begin the process of writing an informative/ explanatory piece of writing in which they name what they are writing about and supply some information about the topic. With prompting and support both in group work and individually, the teacher will guide students to ask and answer questions about text (characters, settings, main ideas) and unknown words to aid in comprehension. They will describe familiar people,	<p>EXPLICIT STANDARDS</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>W.K.2 Use a combination of drawing, dictating and writing to</p>	<p>Reading:</p> <p>Key Ideas and Details</p> <p>R.CCR.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.</p> <p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining</p>	<p>myOER:</p> <p>Pumpkins</p> <p>Getting in order: "Jack and the Beanstalk"</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 Advanced Search and type the keyword – EKIF2.</p> <p>Teacher Ideas/Links:</p>

	<p>places, things, and events. Through this instructional focus, students will engage in group reading activities. 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 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><u>Possible Focus Title: Introduction to Topic and Details</u></p>	<p>compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. SL.K.2 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. SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1a a. Print many upper- and lowercase letters. L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant</p>	<p>technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><u>R.CCR.5</u> 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><u>Range of Reading and Level of Text Complexity</u></p> <p><u>R.CCR.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W.CCR.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Production and Distribution of Writing</u></p> <p><u>W.CCR.5</u> Develop and</p>	
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		<p>and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top 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>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge</p>	<p>strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>Speaking and Listening</u></p> <p><u>Comprehension and Collaboration</u></p> <p>SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p>SL.CCR.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.</p> <p><u>Language:</u></p> <p><u>Conventions of Standard English</u></p> <p>L.CCR.1 Demonstrate command of the conventions</p>	
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		<p>of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>IMPLICIT STANDARDS</p>	<p>of standard English grammar and usage when writing or speaking.</p> <p><u>L.CCR.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
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