

# Kindergarten English Language Arts BLUEPRINT – IF3

**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 Quarter/Time	Instructional Focus 3 (EKIF3)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
1 <sup>st</sup> / 5 weeks	In this instructional focus, students will understand basic story elements and identify the main topic and retell key details of a text. The learner will also participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> including comparing and contrasting the adventures and experiences of characters and themselves with peers and adults in small and larger groups. They will print many upper and lowercase letters for most phonemes and explore word relationships and nuances in word meanings. Using a combination of drawing, dictating, and writing to inform/explain. Students tell about the events in the order in which they occurred, and provide a reaction to what happened. Continue to develop and master print concepts, phonological awareness, phonics and word recognition, and fluency. 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	<p><b>EXPLICIT STANDARDS</b></p> <p><a href="#">RL.K.2</a> With prompting and support, retell familiar stories, including key details.</p> <p><a href="#">RL.K.4</a> Ask and answer questions about unknown words in a text.</p> <p><a href="#">RL.K.9</a> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><a href="#">RL.K.10</a> Actively engage in group reading activities with purpose and understanding.</p> <p><a href="#">W.K.2</a> 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.</p>	<p><b>Reading:</b></p> <p><b>Key Ideas and Details</b></p> <p><b>R.CCR.2</b></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>Integration of Knowledge and Ideas</b></p>	<p><b>myOER:</b></p> <p><a href="#">Clifford Phonics Fun Unit Plan</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 – <b>EKIF3</b>.</p> <p><b>Teacher Ideas/Links:</b></p>



Adapted from Lyon County School District, 2012, <http://www.lyon.k12.nv.us>



	<p>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><b><u>Possible Focus Title: <i>Story Elements</i></u></b></p>	<p><b><u>W.K.8</u></b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>SL.K.1</u></b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p><b><u>L.K.1</u></b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in</p>	<p><b><u>R.CCR.9</u></b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b><u>R.CCR.10</u></b> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b><u>Writing</u></b></p> <p><b><u>Text Types and Purposes</u></b></p> <p><b><u>W.CCR.2</u></b> 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><b><u>Research to Build and Present Knowledge</u></b></p> <p><b><u>W.CCR.8</u></b> 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>	
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		<p>shared language activities</p> <p><u>L.K.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p><u>L.K.5</u> 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><u>L.K.6</u> Use words and phrases acquired through conversations, reading and</p>	<p><b><u>Speaking and Listening</u></b></p> <p><b><u>Comprehension and Collaboration</u></b></p> <p><b><u>SL.CCR.1</u></b></p> <p><b><u>Language:</u></b></p> <p><b><u>Conventions of Standard English</u></b></p> <p><b><u>L.CCR.1</u></b> Demonstrate command of the conventions 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>	
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		<p>being read to, and responding to texts.</p> <p><u><a href="#">RF.K.1</a></u> Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol> <p><u><a href="#">RF.K.2</a></u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.)</li> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol> <p><u><a href="#">RF.K.3</a></u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-</li> </ol>		
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		<p>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><a href="#">RF.K.4</a> Read emergent-reader texts with purpose and understanding.</p> <p><b>IMPLICIT STANDARDS</b></p>		
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