

Kindergarten English Language Arts BLUEPRINT – IF5

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 5 (EKIF5)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
5 weeks	In this instructional focus, students will use knowledge of letter/sound/word relationships to spell simple words phonetically and use frequently occurring nouns and verbs in speaking and writing. Students will engage in collaborative conversations with diverse partners following agreed upon rules for speaking and listening. These collaborative groups will participate in shared research and writing projects. Students will apply strategies in reading emergent text. Continue to develop and master 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 determine what RF standards need to be taught to each student. Students who need additional support will be provided explicit instruction on the RF	<p>EXPLICIT STANDARDS</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>W.K.7 Participate in shared research and writing projects (eg. explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about</p>	<p>Reading:</p> <p>Key Ideas and Details</p> <p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Integration of Knowledge and Ideas</p> <p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>myOER:</p> <p>Stars and Stripes Forever: Flag Facts for Flag Day</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 – EKIF5.</p> <p>Teacher Ideas/Links:</p>



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



	<p>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: Informational Text</u></p>	<p>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><u>SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>L.K.1</u> 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 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</p>	<p><u>R.CCR.8</u> 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.</p> <p><u>R.CCR.9</u> 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><u>Writing</u></p> <p><u>Research to Build and Present Knowledge</u></p> <p><u>W.CCR.7</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><u>Speaking and Listening</u></p> <p><u>Comprehension and Collaboration</u></p> <p><u>SL.CCR.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>Presentation of Knowledge and Ideas</u></p>	
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