

Kindergarten English Language Arts BLUEPRINT – IF6

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 6 (EKIF6)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
5 weeks	In this instructional focus, students will describe familiar people, places, things, and events and retell familiar stories using key details (characters, settings, and major events), recognize common types of texts, compare/contrast characters and two individuals, events, ideas, or pieces of informational text, and write narratives including pieces of writing in which an opinion or preference is expressed. Students will use high frequency words, plural nouns and knowledge of medial vowel sounds. 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.	<p>EXPLICIT STANDARDS</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose</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>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.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a</p>	<p>myOER:</p> <p>Blueberries For Sal</p> <p>Pumpkins</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 – EKIF6.</p> <p>Teacher Ideas/Links:</p>

	<p>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: Narrative Text</u></p>	<p>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...)</p> <p><u>SL.K.1</u> 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><u>SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>SL.K.5</u> Add drawings or other visual displays to descriptions as desired to provide additional detail.</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,</p>	<p>section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><u>R.CCR.6</u> Assess how point of view or purpose shapes the content and style of a text.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p><u>R.CCR.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</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>Text Types and Purposes</u></p> <p><u>W.CCR.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</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</p>	
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		<p>acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major 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>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>L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.CCR.6 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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