

KINDERGARTEN LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.1:</u> 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>Standard Text: RL K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ask questions about key details in a text such as “who? Where? When? Why? How? answer questions about key details in a text such as “who? Where? When? Why? How?
<p>Vertical Alignment to Future Grades: RL.1.1, RL 2.1, RL.3.1, RL.4.1 RL.5.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> key details – specific and important parts of the text that provide information, support, and elaboration text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>Standard Text: RL K.2 With prompting and support, retell familiar stories, including key details.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> retell familiar stories. include key details in a retell of the story.
<p>Vertical Alignment to Future Grades: RL.1.2 RL.2.2, RL.3.2, RL.4.2, RL.5.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> By answering the 5 W's and any other important details, students should be able to retell what happened in a story they have read or listened to. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> key details – specific and important parts of the text that provide information, support, and elaboration retell – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RL K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify the elements of a story including characters, settings, and major events when directed and supported to do so.
<p>Vertical Alignment to Future Grades: RL.2.3, RL.3.3, RL.4.3, RL.5.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students name characters in a story, including both main and supporting characters. They also name specific places

	<p>where the story happens. Students name the important events in the story.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • event – a thing that happens; an occurrence • major events – the most important events that occur within a literary work; similar to main ideas • setting – the time and place of the action in a book, play, story, etc.
<p>Anchor Standard/ Domain Name: <u>New Mexico State Standards</u></p>	
<p>Standard Text: Kindergarten students will identify the main topic, retell key details of a text, and make predictions.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • identify the main topic of an informational text. • retell key details of an informational text that support the main topic. • make predictions about an informational text before and during reading.
<p>Vertical Alignment to Future Grades: 1.a, 2.a, 3.a, 4.a,</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students identify the main topic and key details of a text both orally and in pictures or writing. Students make predictions before and during reading to monitor their comprehension. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • main topic – the leading subject of an informational text. From the Greek word for “place”. • key details – the most important evidence from the text that supports the main topic • prediction – a statement about the future. “Pre” means “before” and “diction” is associated with talking.

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details:</i>
Standard Alignment:	RL K.1 With prompting and support, ask and answer questions about key details in a text.
Task:	<p>Adapted from <i>Wit and Wisdom’s</i> Assessment Resources: Students should ask and answer a question about “Chicka Chicka Boom Boom” using details from the text to support the answer.</p> <p>Exemplar Student Response:</p> <ul style="list-style-type: none"> • Responses will vary. Students may ask questions about the different letters presented, the rhyme of the text, or the illustrations. Students should answer the questions that they pose with evidence from the text.
DOK and Blooms	1, Identify
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students orally ask and respond to questions about “Chicka Chicka Boom Boom” (Discuss Language-Expanding)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may generate questions that are not related to the text. • Students may answer questions without citing evidence from the text.

KINDERGARTEN LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.4:</u> 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>Standard Text: RL K.4 Ask and answer questions about unknown words in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ask and answer questions about unknown words in a text that suggest feelings. ask and answer questions about words in a text that appeal to the senses.
<p>Vertical Alignment to Future Grades: RL.1.4, RL 2.4, RL.3.4, RL.4.4 RL.5.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students ask questions about words in a text that suggest feelings (e.g. happy, mad, sad) or appeal to the senses (e.g. stinky smell, bright sight, loud sound, delicious taste, soft touch). Students also answer questions about unknown words. The teacher and/or peers provide support and prompting. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.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>Standard Text: RL K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> recognize storybooks based on features such as author, title, illustrations/ pictures, sentences, paragraphs, and dialogues. recognize poems-based features such as stanzas.
<p>Vertical Alignment to Future Grades: RL.1.5, RL 2.5, RL.3.5, RL.4.5, RL.5.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students identify different types of text, including poems, stories, and informational books. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.6:</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Standard Text: 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>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> name the author of a story and their role in telling the story. name the illustrator of the story and their role in telling the story.
<p>Vertical Alignment to Future Grades: RL.1.1, RL 2.1, RL.3.1, RL.4.1 RL.5.1</p>	<p>Clarification Statement:</p>

	<ul style="list-style-type: none"> Students describe the roles of the author and the illustrator. They explain how each contributes to the telling of the story. The teacher and/or peers provide support and prompting. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RL. K.5: Recognize common types of texts (e.g., storybooks, poems).
Task:	<p><i>From Common Core Appendix B</i></p> <p>Students read two texts on the topic of pancakes (Tomie DePaola’s “Pancakes for Breakfast” and Christina Rossetti’s “Mix a Pancake”) and distinguish between the text that is a storybook and the text that is a poem.</p> <p>Exemplar Student Responses Should Include:</p> <ul style="list-style-type: none"> Poems have stanzas- How to Mix a Pancake is organized by stanzas Storybooks use sentences and paragraphs and usually have illustrations, like Pancakes for Breakfast <p>Students should cite other reasons that distinguish a poem from a storybook.</p>
DOK and Blooms	3, Analyze
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Identify details that distinguish a storybook from the poem in Tomie DePaola’s “Pancakes for Breakfast” and Christina Rossetti’s “Mix a Pancake” (Argue, Listening, Reaching) Identify differences between two texts on pancakes. (Aruge, Reading, Reaching)
Possible Misconceptions:	<ul style="list-style-type: none"> Students may identify both texts as a storybook. Students may confuse vocabulary- story and poem. Students may cite incorrect evidence to support their claim distinguishing the storybook from the poem.

KINDERGARTEN LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p>	
<p>Standard Text: RL K.7 With prompting and support, define the role of the author and illustrator in telling the story</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> define the role of the author in telling the story and list the things authors do in a story. define the role of the illustrator in telling the story and list the things illustrators do in a story.
<p>Vertical Alignment to Future Grades: RL.1.7, RL 2.7, RL.3.7, RL.4.7, RL.5.7</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students explain how words and illustrations contribute to what is happening in a story. They explain the connection between the words and the illustrations, such as what moment in the story an illustration depicts

	<p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account • illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.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>Standard Text: RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • determine the adventures and experiences of characters in familiar stories. • compare and contrast adventures of characters in familiar stories. • compare and contrast experiences of characters in familiar stories.
<p>Vertical Alignment to Future Grades: RL.1.9, RL 2.9, RL.3.9, RL.4.9, RL.5.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students describe the similarities and differences between the adventures and experiences of characters in known stories. The teacher and/or peers provide support and prompting. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

<p>KINDERGARTEN LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY</p>	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Range of Reading and Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RL K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • engage in reading activities in a whole class setting. • engage in reading activities with peers. • establish purposes for reading in small groups and class settings. • use metacognitive strategies to comprehend the text.
<p>Vertical Alignment to Future Grades: RL.1.7, RL 2.7, RL.3.7, RL.4.7, RL.5.7</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something

	exists (e.g., to persuade, to inform, to express, and/or to entertain)
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RL K.7: With prompting and support, define the role of the author and illustrator in telling the story
Task:	<p><i>Adapted from Common Core Appendix B</i></p> <p>Students (with prompting and support from the teacher) describe the relationship between key events of the overall story of “Little Bear” by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak.</p> <p>Exemplar Student Responses Should Include:</p> <ul style="list-style-type: none"> • Little Bear’s mother is nowhere to be found on his birthday. • Little Bear makes soup to celebrate. His friends come to visit • At the end of the story, Mother Bear comes back with a big birthday cake. <p>Students should relate the major events to the illustrations from the text. The author and illustrator wanted to tell and show how Little Bear celebrated his birthday with his friends.</p>
DOK and Blooms	1, Remember
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • With sentence starters and drawings, students can describe the main events in the story <i>Little Bear</i> (Explain-Writing-Developing)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may select details that are not part of the major story line of the text. • Students may struggle to relate the event to the illustration that depicts the event.