

KPBSD ELA CURRICULUM

KINDERGARTEN – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

<p>PRIORITY STANDARDS</p> <p>KRI.1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.</p> <p>KRI.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>KRI.9. With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).</p> <p>SUPPORTING STANDARDS</p> <p>K.RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.RI.5. Identify the front cover, back cover, and title page of a book.</p> <p>K.RI.6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.</p> <p>K.RI.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>K.RI.8. With prompting and support, identify the opinions an author states in a text.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> Readers read to gain knowledge that helps us to understand our world and ourselves. Readers know how to focus their thinking around the important information in order to understand the main idea of the text. The features of nonfiction texts help readers to navigate, understand, and apply important information. Readers identify important main ideas and details when they are learning something new. Nonfiction helps them better understand the world they live in. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> What is nonfiction? What types of things do nonfiction books teach us? How can reading help us to explore and understand our world? How do the features of nonfiction help us to find, understand, and apply important information? How do readers focus their thinking to understand the text?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to ask and answer questions about important details in nonfiction books. How to identify the main topic and important details in nonfiction books. How people, events, or ideas are connected. How to ask and answer questions about new words in nonfiction books. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Reading nonfiction text to gain information. Identifying the structure and organization of nonfiction books. Determining if information from nonfiction books is true. Identifying key ideas and details from the text Knowing how to read nonfiction text effectively (or understand text through shared reading) and utilizing nonfiction text features. 	

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	<ul style="list-style-type: none"> • How to gain information about the main ideas and details from the front cover, back cover, and title page in nonfiction books. • The role of the author and illustrator in nonfiction books. • How the words and pictures help us understand and make connections to the content in nonfiction books. • That two nonfiction books about the same thing can be alike and different. • That reading nonfiction text is essential component to our learning. 	<ul style="list-style-type: none"> • Discuss and sharing what they learned from a nonfiction text. • Making predictions, drawing conclusions, and comparing and contrasting using text from shared reading with support. • Using textual clues to develop vocabulary to aid comprehension of nonfiction topics. • Finding the main idea in a nonfiction text.
Evidence		
Evaluative Criteria	Assessment Evidence	
Rubrics aligned to the standards	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard</p> <ul style="list-style-type: none"> • AIMS Phonemic Awareness (PSF, LNF, LSF, NWF) • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • MAPS • Venn Diagram to compare and contrast information from texts • KWL charts with support • Teacher created standard-based assessments <p>*At this level, it is appropriate that much of the assessment data will come from conversations with Learners during small group reading experiences and teacher observation.</p>	
	<p>OTHER EVIDENCE: Teacher observation Collaborative peer conversations Guided classroom discussions</p>	

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Vocabulary

Question Answer Detail Text Important Details Purpose Topic	Retell Text Connection Cause/Effect Support Information Individual Unknown	Text Features Author Illustrator Reason Relationship Points Differences/Similarities Compare/Contrast
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Technology Skills

I can...

- Use the computer keyboard to: Log in/log off with own id and password, shutdown computer appropriately (quit applications).
- Open and use a computer program from the menu or icons.
- Use a computer mouse to: select, drag, drop, click, double click.
- Use and care for equipment in a respectful way.
- Use gestures to navigate a handheld device: swipe, click, zoom, open and close programs.
- Identify technology equipment: keyboard, monitor, mouse, mouse pad, headphones, computer, printer.
- Use and talk about the keyboard keys: enter, backspace, letter keys, number keys.
- Use pictures in a software program to sort objects and/or retell a story.
- Understand that the internet is used for research and that email is used for communication.
- Follow technology use, sharing, and safety rules.
- Treat technology with respect.