

# KPBSD ELA CURRICULUM

## KINDERGARTEN – READING STANDARDS FOR LITERATURE

### Desired Results

<p><b>PRIORITY STANDARDS</b></p> <p><b>KRL.1.</b> With prompting and support, ask and answer questions about a literary text using key details from the text.</p> <p><b>KRL.3.</b> With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.</p> <p><b>KRL.7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story.</p> <p><b>SUPPORTING STANDARDS</b></p> <p><b>K.RL.2.</b> With prompting and support, retell familiar stories, using key details.</p> <p><b>K.RL.4</b> Ask and answer questions about unknown words in a text.</p> <p><b>K.RL.5</b> Identify common types of texts (e.g., picture books, stories, poems, songs).</p> <p><b>K.RL.6.</b> With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.</p> <p><b>K.RL.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.</li> </ul>	
	<b>Meaning</b>	
	<p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>The importance of a book or a piece of literature.</li> <li>The rules and routines of the literacy period.</li> <li>The purpose of reading.</li> <li>How to differentiate between various pieces of literature.</li> <li>Parts of a book.</li> <li>The importance of following along during read aloud or shared story.</li> <li>How to participate in shared reading experiences.</li> <li>That literacy period is a collaborative and fun place to explore books and read.</li> <li>That books are filled with information and stories that we can read in different ways.</li> <li>That books are meant to be shared in various ways to help us enjoy and understand our books better.</li> </ul>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>How do readers get ready to read?</li> <li>What are the behaviors a beginning reader needs?</li> <li>How do readers read the world?</li> </ul>
	<b>Acquisition</b>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>How to ask and answer questions about important details in stories.</li> <li>How to retell a story they know using important details from the story.</li> <li>The characters, setting, and what happens in stories.</li> <li>How to ask and answer questions about new words in stories.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>Discussing story elements using details from a literature text.</li> <li>Recognizing the elements of literature (characters, setting, major events, problems, and solution).</li> <li>Applying their understanding of literary elements to a variety of stories.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• The difference between the different kinds of fiction they read.</li> <li>• The role of an author and illustrator in a story.</li> <li>• How the words and pictures go together in stories.</li> <li>• How to identify similarities and differences about the actions of characters in familiar stories.</li> <li>• That they can be an important part of fiction reading activities in their classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that literature has a beginning, middle, end, problem, and solution.</li> <li>• Describing the role of the author and illustrator.</li> <li>• Understanding there are connections between adventures and experiences of characters in stories.</li> </ul>
<b>Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• AIMS Pnemic Awareness (PSF, LNF, LSF, NWF)</li> <li>• Raz Kids</li> <li>• Houghton-Mifflin Journeys Weekly Comprehension Assessments</li> <li>• MAPS</li> <li>• Story maps about narrative texts read-aloud to them (oral or written)</li> <li>• Teacher created standard-based assessments</li> </ul> <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:</p> <p>Teacher observation            Collaborative peer conversations            Guided classroom discussions</p>	
<b>Vocabulary</b>		
Retell Details Main Events Story Problem Character Beginning Middle End	Resolution Solve Sequence Setting Events Conclusion Compare/Contrast Relate Fiction	Story Poem Fable Fairy Tale Rhyme Author Illustrator Illustration

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### Technology Skills

I can...

- Use the computer keyboard to: Log in/log off with an id and password and 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 the internet is used for research and that email is used for communication.
- Follow technology use, sharing, and safety rules.
- Treat technology with respect.