

Kindergarten KEY IDEAS AND DETAILS Anchor Standards 1- 3

KEY IDEAS AND DETAILS ANCHOR STANDARD 1 <i>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.</i>		KEY CONCEPTS ⇒ Question development ⇒ Question answering citing information from text ⇒ Who, what, where, when
Kindergarten	With prompting and support, ask and answer questions about key details in a text.	
Grade 1	Ask and answer questions about key details in a text.	
TIME FRAME: 1-3 times per week October – June Emerging (E) October – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Model through read aloud: Teacher focused questions with scaffolded think aloud focused on identification of key details (E)	Verbally identify key ideas in text read aloud to them.
	Ask students questions that can be found in the story/not in the story. (E)	Answer questions through various active engagement responses (thumbs up, partner share etc...)
	Create anchor chart containing key details from text before reading text (D)	Identify in the story where key ideas are generated
	Anchor charts: KWL, notice/wonderings (D)	Students verbally collaborate to develop KWL chart
SMALL GROUP READ ALOUD	Ask students questions focused on key ideas in pictures (E)	Identify relevant key ideas in pictures
	Ask students questions focused on key ideas in text (D)	Identify relevant key ideas in text
	Support students to develop questions in text using who and what through partner reading (D-P)	Students develop question in text and pictures through buddy reading
PAIRED READING	Monitor students while buddy reading, provide support for students as they ask/answer questions in text (D-P)	Read a book in pairs following the procedure: read 1 page, ask question that can be answered from the text; other student answers then students switch roles

References:

McGee, Lea M., & Schickedanz, Judith A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *The Reading Teacher*. 60(8), 742-751

Kindergarten KEY IDEAS AND DETAILS Anchor Standards 1- 3

KEY IDEAS AND DETAILS ANCHOR STANDARD 2 <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>		KEY CONCEPTS ⇒ Understand the concept of beginning, middle and end ⇒ Determining key details in text (St.1) ⇒ Retell using key details from text
Kindergarten	With prompting and support, retell familiar stories, including key details	
Grade 1	Retell stories, including key details, and demonstrate understanding of their central message or lesson	
TIME FRAME: Focus 2-5 times per week September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Read aloud classroom schedule for day, focused on beginning of day, middle of day and end of day (E)	Identify activities for the day, categorizing beginning, middle and end
	After read aloud, complete beginning, middle and end chart, using pictures from story (D)	Determine where the pictures go in anchor chart
	After read aloud, complete beginning, middle and end chart, using words from story (D)	Retell story read aloud, using key ideas from story with assistance
	Share key details focused on beginning middle and end with students to act out (through pictures from text) (D)	Dramatize story focused on key details from the beginning/middle and end of story
SMALL GROUP	Facilitate students use of picture cards to retell familiar stories (D)	Retell familiar story using picture cards
	Assist in reading short stories containing key details (D)	Retell familiar stories using key details
PAIRED or INDEPENDENT	Facilitate students use of graphic organizer to draw pictures of beginning/middle and end	Demonstrate knowledge of beginning middle end through use of a graphic organizer and pictures
	Teachers conferences with individual students after a read aloud (P)	Discuss verbally what happened in the beginning/middle and end of story

Kindergarten KEY IDEAS AND DETAILS Anchor Standards 1- 3

KEY IDEAS AND DETAILS ANCHOR STANDARD 3 <i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i>		KEY CONCEPTS ⇒ Character identification ⇒ Setting (defined) ⇒ Major events (what is in the story, what is not in the story) ⇒ Sequencing (beginning/middle/end)
Kindergarten	With prompting and support, identify characters, settings, and major events in a story.	
Grade 1	Describe characters, settings, and major events in a story, using key details.	
TIME FRAME: Focus 2-5 times per week September – June Emerging (E) September – December Developing (D) December – April Proficient (P) April/June		

	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Define the term character, model character identification through read aloud (E)	Identify characters who are in a story (example/non-example)
	Read Series books and develop character trait charts (ie, Berenstain Bears) Guide students in character trait development, supported through text based examples (D)	Participate in the development of character trait chart, which includes text evidence and story titles
	Define the term setting, model setting identification through read aloud (E)	Identify the setting in a story and (example/non-example)
	Determine main events in a story through pictures (E) and words (D)	Identify events in a story through examples and non-examples
	Read aloud story with clear characters, setting and multiple events- use graphic organizer to chart with whole class (D-P)	Identify characters, setting and major events using details from story to complete whole class graphic organizer.
SMALL GROUP	Use familiar text to focus on beginning middle and end events (D)	Retell story, focused on beginning middle and end events from story
	Use familiar text and review story with students (D-P)	Identify verbally in familiar text characters, setting and major events
PAIRED READING	Teacher supports students as needed while they reread familiar text together (this includes wordless picture books (P)	Retell story verbally, identify characters and setting with use of cue cards for setting, characters and major events

Related Research:

McGee, Lea M., & Schickedanz, Judith A. (2007). Repeated interactive read-alouds in preschool and kindergarten. The Reading Teacher. 60(8), 742-751

Kindergarten CRAFT & STRUCTURE Anchor Standards 4-6

CRAFT & STRUCTURE ANCHOR STANDARD 4 <i>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.</i>		KEY CONCEPTS ⇒ Identify key words ⇒ Connect key words to feelings or the senses
Kindergarten	Ask and answer questions about unknown words in a text	
Grade 1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	
TIME FRAME: Focus 2-5 times per week January – June Emerging (E) September – December Developing (D) December – April Proficient (P) April- June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Through think aloud, model asking questions about unknown words in text (D)	Determine unknown words in text read aloud
	Identify words in text that students will not know ahead of time , share words with students, when the word comes up, ask students what questions they have about the word, opening up for other students to answer their questions. (D)	Ask and answer questions about the pre identified words, with support from teacher.
SMALL GROUP	Before reading in small group, facilitate student as they preview text to identify words they know, and words they do not know (P)	Preview text before reading, and determine known and unknown words
PAIRED READING	Discuss with students unknown words they found in text; encourage them to ask and answer questions (P)	Students are able to identify unknown words in text

Kindergarten CRAFT & STRUCTURE Anchor Standards 4-6

CRAFT & STRUCTURE ANCHOR STANDARD 5 <i>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.</i>		<p style="text-align: center;">KEY CONCEPTS</p> <p>⇒ Describe major differences between books that tell stories and books that give information</p> <p>Text Types for K-5 (per Standard 10) children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth, poetry, biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics</p>
Kindergarten	Recognize common types of texts (e.g., storybooks, poems).	
Grade 1	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
<p>TIME FRAME: Focus 2-3 times per week January – June</p> <p>Emerging (E) September – December</p> <p>Developing (D) December – April</p> <p>Proficient (P) April- June</p>		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Read aloud several different genres to students, giving a brief description of the genre. (D)	Define the following genres: stories, poetry, biographies, and informational text
	Maintain an anchor chart for text types, citing title, author and category of text types for the following genres: stories, poetry, biographies, and informational text (D)	Contribute to text types chart, citing why books are classified to specific genres
SMALL GROUP	Read aloud several different genres to students, giving a brief description of the genre. (D- P)	Name the genre and describe why the book is classified to a specific genre.
PAIRED READING	Provide students with familiar text into the following genres: stories, poetry, biographies, and informational text (P)	Sort familiar text into the following genres: stories, poetry, biographies, and informational text (P)

Kindergarten CRAFT & STRUCTURE Anchor Standards 4-6

CRAFT & STRUCTURE ANCHOR STANDARD 6 <i>Assess how point of view or purpose shapes the content and style of a text.</i>		KEY CONCEPTS ⇒ Identify who is telling the story, and their role in the story ⇒ Begin to notice point of view ⇒ Identify all characters in story and their role
Kindergarten	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Grade 1	Identify who is telling the story at various points in a text.	
TIME FRAME: Focus 2-5 times per week September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Define what an author and illustrator is (E)	Explain the author writes the words and the illustration draws the pictures (E)
	Refer to author and illustrator each time a book is read aloud (E)	Explain the author writes the words and the illustration draws the pictures (E)
	Read aloud a story, do not show pictures choose critical points in story and have students draw pictures depicting the event.	Create pictures that depict a story read aloud.
SMALL GROUP	Ask students to identify the author and illustrator each time a book is read in small group (D)	Students are able to identify the author and explain they write the words, and identify the illustrator, and explain they draw the pictures (D)
PAIRED READING	Facilitate paired work where students author and illustrate books together. (D/P)	Students develop their own books, working as a team – one student is the author, the other student is the illustrator. (D/P)

Kindergarten
INTEGRATION OF KNOWLEDGE & IDEAS Anchor Standards 7 & 9
(Standards 8 NA until grade 3)

INTEGRATION OF KNOWLEDGE & IDEAS ANCHOR STANDARD 7 <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in word</i>		KEY CONCEPTS ⇒ Understanding the illustrations support the story ⇒ Make inferences about characters based on pictures
Kindergarten	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).	
Grade 1	Use illustrations and details in a story to describe its characters, setting, or events	
TIME FRAME: Focus 2-5 times per week September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Conduct a shared picture walk before reading a story aloud. (D)	Determine meaning to pictures they see in books.
	Model through think aloud making inferences based on pictures. (D)	Students are able to understand the connection between illustrations and characters (ie, if a child is crying, they could be sad, or mad or frustrated)
	Model through think aloud checking initial inferences based on pictures while reading text to determine if initial inferences were correct. (D)	Understand that the illustrations support the story. They can check to see if their initial interpretation of the illustrations matches the story line as they listen to a story. (D)
SMALL GROUP	Facilitate a shared picture walk, focused on determining meaning of the story (P)	Make inferences/predictions about the story during picture walk before reading(P)
	During text reading, ask students if their initial thinking based on pictures is validated or has changed based on the text. (P)	Connect the illustrations to the storyline in text through discussion about initial thoughts based on illustrations, and then determining if those initial thoughts changed based on storyline in text. (P)

Kindergarten
INTEGRATION OF KNOWLEDGE & IDEAS Anchor Standards 7 & 9
(Standards 8 NA until grade 3)

INTEGRATION OF KNOWLEDGE & IDEAS ANCHOR STANDARD 9 <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>		KEY CONCEPTS ⇒ Identify character traits ⇒ Determine how characters stay the same or change in a series of books
Kindergarten	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Grade 1	Compare and contrast the adventures and experiences of characters in stories. With prompting and support, students will make cultural connections to text and self. (NYS specific)	
TIME FRAME: Focus 2-5 times per week September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Teachers reads aloud series books 1-3 times a month, and chart with students character traits, and story events (aligns with Standards 3) (D)	Describe (with support) character traits Compare character actions in different books.

THIS STANDARD IS FOR READ ALOUD ONLY

Kindergarten

RESPONDING TO LITERATURE Anchor Standard 11 SPECIFIC TO NEW YORK STATE

RESPONDING TO LITERATURE <i>Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</i>		KEY CONCEPTS ⇒ Students are able to access background knowledge ⇒ Students are able to apply background knowledge to make connections to text
Kindergarten	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	
Grade 1	Make connections between self, text, and the world around them (text, media, social interaction).	
TIME FRAME: Focus 2-5 times per week September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Support students in making clear connections between themselves and book read aloud to them. (P)	Identify how their experiences connect to characters or ideas presented in books read aloud to them. (P)
	Support students in making clear connection between characters and /or ideas presented in multiple books- utilizing series books, books on the same topic but in different genres, etc... (P)	Make connections between characters and/or ideas presented in multiple books on the same topic. (P)