

KPBSD ELA CURRICULUM

KINDERGARTEN – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

<p style="text-align: center;">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 style="text-align: center;">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.