Kdg Reading \*\*\*Add “with prompting and support” in the ppr jacket for Kindergarten!

|  |  |  |  |
| --- | --- | --- | --- |
| Reading Standards for Literature |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| **Key Ideas and Details** |  |  |  |
| Narrative Text RL.K.1. With prompting and support, ask and answer questions about key details in a text. | Asks and answers questions about key details in a text with prompting and support. | Benchmarks |  |
| RL.K.2. With prompting and support, retell familiar stories, including key details. | Retells a story with prompting and support. | Retelling Rubric |  |
| RL.K.3. With prompting and support, identify characters, settings, and major events in a story. | Identifies characters, setting, and major events in a story with prompting and support. | Retelling Rubric |  |
| RL.K.IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Is developing an understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing with prompting and support. | Benchmarks, Anecdotal Records, BTL Graphic Organizers, F&P p 394-395 Guide for Observing and Noting Reading Behaviors |  |
| **Craft and Structure** |  |  |  |
| RL.K.4. Ask and answer questions about unknown words in a text. | Asks and answers questions about unknown words in a text. | Anecdotal Records during small group |  |
| RL.K.5. Recognize common types of texts (e.g., storybooks, poems). | Recognizes common types of texts. | (e.g., storybooks, poems).  Cross curricular discussion of fiction/nonfiction books  **Teacher created observation checklists (consistent)**  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.  [RL.K.5] |  |
| 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. | Names the author and illustrator of a story and defines the role of each with prompting and support. | Anecdotal Records during small group |  |
| **Integration of Knowledge and Ideas** |  |  |  |
| RL.K.7. 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). | Describes the relationship between illustrations and the story with prompting and support. | Using BAW rubric (WR)  **Teacher created observation checklist (consistent) based on VENN diagram**  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. [RL.K.7] |  |
| RL.K. 8. (Not applicable to literature) | --- | --- | --- |
| RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Compares and contrasts the experiences of characters in familiar stories with prompting and support. | **Teacher created observation checklist (consistent) based on VENN diagram**  Students (with prompting and support from the teacher) compare and contrast the adventures and experiences of the owl in Arnold Lobel’s Owl at Home to those of the owl in Edward Lear’s poem “The Owl and the  Pussycat.” [RL.K.9] |  |
| **Range of Reading and Level of Text Complexity** |  |  |  |
| RL.K.10. Actively engage in group reading activities with purpose and understanding. | Actively engages in group reading activities with purpose and understanding.  Enjoys reading. | Anecdotal Records |  |
| Reading Standards for Informational Text |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| **Key Ideas and Details** |  |  |  |
| Information Text RI.K.1. With prompting and support, ask and answer questions about key details in a text. | Asks and answers questions about key details in a text with prompting and support. | Benchmarking Guide for Observing & Noting Reading Behavior F&P kit |  |
| RI.K.2. With prompting and support, identify the main topic and retell key details of a text. | Identifies the main topic and retells key details of a text with prompting and support. | Benchmarking Nonfiction Retelling Rubric  Students (with prompting and support from the teacher) read “Garden Helpers” in National Geographic Young  Explorers and demonstrate their understanding of the main idea of the text—not all bugs are bad—by retelling  key details. [RI.K.2] |  |
| RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Describes the connection between two individuals, events, ideas, or pieces of information in a text with prompting and support. | **Benchmarking**  Students (with prompting and support from the teacher) describe the connection between drag and flying  in Fran Hodgkins and True Kelley’s How People Learned to Fly by performing the “arm spinning” experiment  described in the text. [RI.K.3] |  |
| RI.K.IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Is developing an understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing with prompting and support. | **Benchmarking**  Students ask and answer questions about animals (e.g., hyena, alligator, platypus, scorpion) they encounter in  Steve Jenkins and Robin Page’s What Do You Do With a Tail Like This? [RI.K.4] |  |
| **Craft and Structure** |  |  |  |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. | Asks and answers questions to clarify the meaning of content area vocabulary with prompting and support. | **Anecdotal Records** |  |
| RI.K.5. Identify the front cover, back cover, and title page of a book. | Identifies the front cover, back cover, and title page of a book. | **Concepts of Print** |  |
| RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Names the author and illustrator of a text and defines the role of each with prompting and support. | Add question to retelling  Students identify Edith Thacher Hurd as the author of Starfish and Robin Brickman as the illustrator of the text  and define the role and materials each contributes to the text. [RI.K.6] |  |
| **Integration of Knowledge and Ideas** |  |  |  |
| RI.K.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). | Describes the relationship between illustrations and the text with prompting and support. | (e.g., what person, place, thing, or idea in the text an illustration depicts).  **Teacher observation checklists** |  |
| RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. | Identifies the author’s point of view with prompting and support. | **Teacher observation checklists** |  |
| RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Identifies basic similarities and differences between two texts on the same topic with prompting and support. | **Teacher observation checklists** |  |
| **Range of Reading and Level of Text Complexity** |  |  |  |
| RI.K.10. Actively engage in group reading activities with purpose and understanding. | Actively engages in group reading activities with purpose and understanding with prompting and support. | Anecdotal Records |  |
| Foundational Skills |  |  |  |
| 1. RFS.K.1. Print Concepts: Demonstrate understanding of the organization and basic features of print.    1. Follow words from left to right, top to bottom, and page by page.    2. Recognize that spoken words are represented in written language by specific sequences of letters.    3. Understand that words are separated by spaces in print.    4. Recognize and name all upper- and lowercase letters of the alphabet. | Demonstrates understanding of the organization and basic features of print. | Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper- and lowercase letters of the alphabet.   CAP  Letter ID  Guide for Observing & Noting Reading Behaviors F&P kit |  |
| 1. RFS.K.2. Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds phonemes).    1. Recognize and produce rhyming words.    2. Count, pronounce, blend, and segment syllables in spoken words.    3. Blend and segment onsets and rimes of single-syllable spoken words.    4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[[1]](#footnote-1)\* (This does not include CVCs ending with /l/, /r/, or /x/.)    5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | Demonstrates understanding of spoken words, syllables, and sounds (phonemes). | 1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[[2]](#footnote-2)\* (This does not include CVCs ending with /l/, /r/, or /x/.) 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   DIBELS PSF  Fountas & Pinnell Benchmark Assessment Kit |  |
| 1. RFS.K.3. Phonics & Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.    1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.    2. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.    3. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).    4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | Knows and applies kindergarten grade-level phonics and word analysis skills in decoding words. | 1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 2. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.   Running Records  Letter ID  Writing Vocabulary  Student writing  **Dictation**  **Word Test**  F&P Benchmark Kit |  |
| 1. RFS.K.4. Fluency: Read emergent-reader texts with purpose and understanding. | Reads emergent-reader texts with purpose and understanding with prompting and support. | benchmarks |  |

Many items listed are activities, not assessments. K-1 will be able to use Fountas & Pinnell Benchmarking Kit. Anecdotal records are not consistent from teacher to teacher.

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)