

READINESS STANDARDS - Kinder English Language Arts

(K.4) Students comprehend a variety of texts drawing on useful strategies as needed.

(B) ask and respond to questions about texts read aloud

Question, Text

(K.6) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(A) identify elements of a story including setting, character, and key events

Setting, Character, Event

(K.8) understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(A) retell a main event from a story read aloud

Retell, Event

(B) describe characters in a story and the reasons for their actions.

Character, Action, Feeling, Reason

(Fig. 19) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

(D) make inferences based on the cover, title, illustrations, and plot

Inference, Cover, Illustration, Plot

(E) retell or act out important events in stories

Retell, Event

(K.10) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.

(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations

Topic, Detail, Word, Illustration, Expository

(B) retell important facts in a text, heard or read

Retell, Fact

(D) use titles and illustrations to make predictions about text

Title, Illustration, Prediction

SUPPORTING STANDARDS - Kinder English Language Arts

(K.4) Titles and illustrations work in conjunction with the words authors write to provide details about the topic. Students need to use both, not one or the other.

(A) predict what might happen next in text based on the cover, title, and illustrations	Predict, Cover, Title, Illustration
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(K.5) Students understand new vocabulary and use it correctly when reading and writing.

(A) identify and use words that name actions, directions, positions, sequences, and locations	Action, Direction, Position, Sequence, Location
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(B) recognize that compound words are made up of shorter words	Compound word
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(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures);	Category, Sort
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(D) use a picture dictionary to find words	Picture Dictionary
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(K.6) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience	Big idea, Theme, Folktale, Fable, Personal experience
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(C) recognize sensory details	Sensory detail
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(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.	Phrase, Fairy tale, Lullaby, Folktale, Recurring, Repeating
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(K.7) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

(A) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	Rhythm, Rhyme, Beat, Similar, Sound
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(K.9) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(A) identify the topic of an informational text heard	Topic, Informational text
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(K.10) Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.

(C) discuss the ways authors group information in text	Information, Group
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(K.11) Students understand how to glean and use information in procedural texts and documents.

(A) follow pictorial directions (e.g., recipes, science experiments)	Pictorial direction
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(B) identify the meaning of specific signs (e.g., traffic signs, warning signs)	Sign, Traffic Sign, Warning Sign
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SUPPORTING STANDARDS - Kinder English Language Arts

(K.12) Students understand how to glean and use information in procedural texts and documents.

There is no sub-standard (A, B, etc) for this standard

Image, Graphic, Sound, Media

(K.12) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

(A) identify different forms of media (e.g., advertisements, newspapers, radio programs)

Media, Advertisement, Newspaper, Radio

(B) identify techniques used in media (e.g., sound, movement)

Technique, Media, Sound, Movement

(Fig. 19) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

(D) make inferences based on the cover, title, illustrations, and plot

Inference, Cover, Illustration, Plot

(E) retell or act out important events in stories

Retell, Events