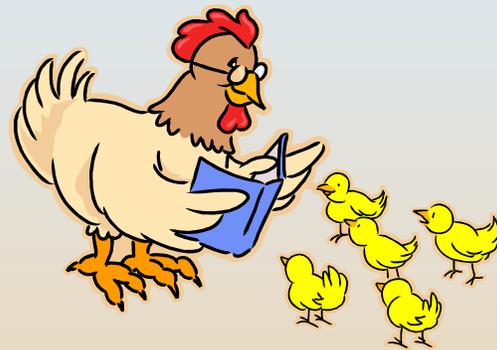


Kindergarten

Implementing the English Language Arts
Common Core State Standards



A Teacher's Guide to the Common Core Standards: An Illinois Content Model Framework Content

English Language Arts/Literacy

The Letter and Spirit of Kindergarten.....

Reading

- ❖ Listen to grade-appropriate complex poetry, literature and informational text (RL/RI.K.10) such that they can ask and answer questions by about key details in a text with prompting and support (RL/RI.K.1).
- ❖ Delve deeply into texts to retell and identify details, characters, setting, and major events of a story with prompting and support.
- ❖ Recognize common types of text as well as ask and answer questions about unknown words in the text with prompting and support.
- ❖ Identify author and illustrator of a story and describe the relationship between illustrations and the text with prompting and support.
- ❖ Compare and contrast two similar texts with prompting and support.
- ❖ Actively engage in group reading activities

Speaking/Listening

- ❖ Use skills and grade appropriate vocabulary for Kindergarten to participate in collaborative conversations about Kindergarten topics to deepen understanding and comprehension.
- ❖ Emerge from Kindergarten with an ever-expanding academic vocabulary that can be used in writing and speaking.
- ❖ Utilize information gathered from oral or multimedia presentations to clarify meaning or build on others' conversations through multiple exchanges.
- ❖ Ask and answer questions about key details and events when appropriate to task, situation, and audience.

Writing

- ❖ Develop drawing, dictating and writing in a manner appropriate to the task and purpose through providing a topic and supporting information.
- ❖ Participate in a combination of drawing and writing projects that focus on sequenced events and provide reaction
- ❖ Explore a variety of digital tools to produce and publish writing.
- ❖ Explore research and writing by gathering information to answer a question or express an opinion with guidance and support.

Language

- ❖ Locate, organize, analyze, and evaluate information acquired from a variety of sources to answer questions, solve problems, and communicate ideas through active exploration.
- ❖ Apply acquired information, concepts and ideas to communicate in a variety of formats.
- ❖ Demonstrate and apply knowledge of the command of conventions of standard English grammar and usage when writing or speaking.

Word Analysis & Foundational Skills

- ❖ Demonstrate understanding of print concepts, phonemic awareness, phonics, word recognition, and fluency.
- ❖ Read common high-frequency words
- ❖ Read and understand emergent-reader texts

*Please note this tool is only one possible outline for Common Core State Standard (CCSS) classroom practice and is not intended to serve as a guide for replacing a full incorporation and implementation of the CCSS.

Model Content Frameworks

www.parcconline.org

Although PARCC has not yet designed K-2 Model Content Frameworks, the following information will assist district staff in understanding the design of these tools. Illinois has chosen to move ahead with a teacher's guide for Kindergarten that compliments the 3rd -11th grade teacher guides based on the PARCC information and current Illinois State Early Learning Standards.

The PARCC Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

Reading complex texts:

1. This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts.
2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
3. Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts.

Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

Writing effectively when using and/or analyzing sources:

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing.

Conducting and reporting on research:

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening:

This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English.

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students' needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

Skills to Be Woven Throughout the Year

Analyze Content

Students should carefully gather observations about a text by examining its meaning thoroughly and methodically. Teacher should encourage students to read and reread deliberately.

Conduct Discussions

Students should engage in a range of collaborative discussions (one-on one, small group, teacher-led), to check understanding and stay on topic while explaining their understanding.

Cite Evidence

Students should be able to refer explicitly to the text as the basis for answers.

Study and Apply Grammar

While the teaching of grammar and usage should be integrated throughout the year, students may need explicit instruction and additional practice in certain areas of grammar as they appear in the context of reading, writing, and speaking.

Decode Words

Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts.

Report Findings

Students should tell a story, recount an experience, or report on a topic or text with appropriate facts and descriptive details, speaking clearly at an appropriate pace.

Understand and Apply Vocabulary

Focus on academic words, or Tier 2 words, within the context of the reading and writing process; provide students with opportunities to acquire meaning through reading, writing, speaking and listening.

Digital Integration and Application

Students will use digital tools to produce and publish writing along with analyzing multimedia illustrations and text to demonstrate understanding.

Examples of Informational texts: biographies and autobiographies; books about history, social studies, science and the arts; technical texts (“how to” texts), including directions, forms and information displayed in graphs, charts or maps; and digital resources on a range of topics written for a broad audience.

Examples of Literature: adventure stories, mysteries, folktales, legends, fables, fantasy, realistic fiction, and drama, as well as nursery rhymes, narrative poems, limericks and free verse.

Kindergarten Illinois Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

1st Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



Extended Text

Literature - 1 (chapter book or longer story)



Read Aloud Texts to Include but not limited to:

Fiction, rhymes,
poetry,
Folktales/Fables
Science
Social Studies or Arts

Draw evidence from texts and
present ideas and information.
through speaking.
Model responding to text through
speaking and drawing

Connect the
extended
texts to 1 or
more short
text(s).

Various Extended Read Aloud Texts

Respond to texts read aloud by asking and answering questions
Compare and contrast ideas across other related texts
Have text-focused discussions
Produce oral and illustrated responses with guidance and support
from adults.

Writing about Texts – Balance of Opinion & Informative/Explanatory

Mix of on-demand, review, and revisions writing tasks

Build confidence and competence with technology

Writing Piece - One Piece That Focuses on Opinion

- With guidance and support, use a mix of drawing and dictating to create one opinion piece
- With guidance and support, introduce a topic or give the name of the book that is the focus of the piece
- With guidance and support, state an opinion or preference about the topic or book



Writing Research Projects

- With guidance and support, use a mix of drawing and dictating to create an informative/explanatory text
- With guidance and support, name the topic of the piece
- With guidance and support, supply some information about the topic

Beneficial if the project connects to a short or extended text.

Writing Narratives

- With guidance and support, use a mix of drawing and dictating to create a narrative piece
- With guidance and support, draw or dictate a single event or several loosely linked events
- With guidance and support, draw or dictate chosen events in the order in which they occurred
- With guidance and support, draw or dictate a reaction to what happened

Kindergarten Illinois Model Content Frameworks

Optional models to consider when constructing a year long course of instruction.

2nd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



Read Aloud Texts to include but not limited to:

Fiction, rhymes	Draw evidence from texts and
Poetry	present ideas and information through writing,
Folktales/Fables	speaking.
Science	Model responding to text through
Social Studies or Arts	speaking and drawing.

Connect the extended text to 1 or more short text.

Extended Text

Informational – 1 (e.g., biography, science, or social studies)



Various Extended Read Aloud Texts

Respond to texts read aloud by asking and answering questions that identify key ideas and details

Compare and contrast ideas across other related texts

Have text-focused discussions

Produce oral and illustrated responses with guidance and support from adults

Writing about Texts - Balance of Opinion and Informative/Explanatory

Mix of on-demand, review, and revision writing tasks
Build confidence and competence with technology

Writing Piece– One Piece That Focuses on opinion

- With guidance and support, use a mix of drawing, writing, or dictating to create one opinion piece.
- With guidance and support, introduce a topic or give the name of the book that is the focus of the piece
- With guidance and support, state an opinion or preference about the topic or book



Writing Extended Research Projects

- With guidance and support, use a mix of drawing, writing, or dictating to create an informative/explanatory text
- With guidance and support, name the topic of the piece
- With guidance and support, supply some information about the topic



Beneficial if the project connects to a short or extended text.

Writing Narratives:

- With guidance and support, use a mix of drawing, writing, or dictating to create an informative/explanatory text
- With guidance and support, name the topic of the piece
- With guidance and support, supply some information about the topic

Kindergarten Illinois Model Content Frameworks

Optional models to consider when constructing a year long course of instruction.

3rd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



Suggested Independent Reading Texts to include but not limit to:

Literature	Draw evidence from texts and
Poems	present ideas and information in writing
Folktale/Fable	as well as through speaking with
Science	guidance and support from
Social Studies or Arts	adults.

Connect the extended text to 1 or more short text.

Extended Text

Literature - 1 (chapter book or longer story)



Various Extended Read Aloud Texts

Perform a close reading allowing students to ask and answer questions that identify key ideas and details
Compare and contrast ideas across other related texts
Have text-focused discussions
Produce written work with guidance and support from adults.

Writing about Texts - Balance of Opinion and Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Use a mix of drawing, writing, and dictating to construct responses to text-dependent questions
- Use a mix of drawing, writing, and dictating to build content knowledge
- Use a mix of drawing, writing, and dictating to reflect on a text(s)

Writing Piece— One Piece That Focuses on Informing/Explaining

- Use a mix of drawing, writing, and dictating to create one informative/explanatory piece
- Introduce a topic or give the name of the book that is the focus of the piece
- State an opinion or preference about the topic or book



Writing Extended Research Projects

- Use a mix of drawing, writing, or dictating to create an informative/explanatory text
- Name the topic of the piece
- Supply some information about the topic



Beneficial if the project connects to a short or extended text.

Writing Narratives:

- Use a mix of drawing, writing, and dictating to create an informative/explanatory text
- Name the topic of the piece
- Supply some information about the topic

Kindergarten Illinois Model Content Frameworks

Optional models to consider when constructing a year long course of instruction.

4th Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



Suggested Independent Reading Texts to include but not limited to:

Literature	Draw evidence from texts and
Poems	present ideas and information in writing
Folktale/Fable	as well as through speaking with
Science	guidance and support from
Social Studies or Arts	adults.

Connect the extended text to 1 or more short text.

Extended Text

Informational -1 (e.g., biography, science, or social studies)



Various Extended Read Aloud Texts

Perform a close reading allowing students to ask and answer questions that identify key ideas and details
Compare and contrast ideas across other related texts
Have text-focused discussions
Produce written work with guidance and support from adults.

Writing about Texts- Balance of Opinion & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Use a mix of drawing and writing to construct responses to text-dependent questions
- Use a mix of drawing and writing to build content knowledge
- Use a mix of drawing, writing, and dictating to reflect on a text(s)

Writing Piece– One Piece That Focuses on Opinion

- Use a mix of drawing and writing to create one opinion piece
- Introduce a topic or give the name of the book that is the focus of the piece
- State an opinion or preference about the topic or book



Writing Extended Research Projects

- Use a mix of drawing and writing to create an informative/explanatory text
- Name the topic of the piece
- Supply some information about the topic

Beneficial if the project connects to a short or extended text.

Writing Narratives: (move most expectations to writing and drawing by the end of 4th quarter)

- Use a mix of drawing and writing to create an informative/explanatory text
- Name the topic of the piece
- Supply some information about the topic

Writing Standards Progression from Grade K to Grade 1

In grade 1, students write to introduce topics and support ideas from experiences and sources. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.1.1-2). Specific changes in the Writing Standards from grade K to grade 1 are highlighted in the chart below:

Grade K, Standard 1 (W.K.1)	Grade 1 Standard 1 (W.1.1)
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	<u>Write</u> opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Grade K, Standard 2 (W.K.2)	Grade 1, Standard 2 (W.1.2)
Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<u>Write</u> informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Grade K, Standard 3 (W.K.3)	Grade 1, Standard 3 (W.1.3)
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<u>Write</u> narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Grade K, Standard 4 (W.K.4)	Grade 1, Standard 4 (W.1.4)
(Begins in grade 3)	(Begins in grade 3)
Grade K, Standard 5 (W.K.5)	Grade 1, Standard 5 (W.1.5)
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic , respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Grade K, Standard 6 (W.K.6)	Grade 1, Standard 6 (W.1.6)
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Grade K, Standard 7 (W.K.7)	Grade 1, Standard 7 (W.1.7)
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
Grade K, Standard 8 (W.K.8)	Grade 1, Standard 8 (W.1.8)
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade K, Standard 9 (W.K.9)	Grade 1, Standard 9 (W.1.9)
(Begins in grade 4)	(Begins in grade 4)
Grade K, Standard 10 (W.K.10)	Grade 1, Standard 10 (W.1.10)
(Begins in grade 3)	(Begins in grade 3)

Speaking and Listening Standards Progression from Grade K to Grade 1

In grade 1, students speak with growing maturity to convey ideas and information clearly. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade K to grade 1 are highlighted in the chart below:

Grade K, Standard 1 (SL.K.1)	Grade 1, Standard 1 (SL.1.1)
Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). <u>Build on others' talk in conversations by responding to the comments of others</u> through multiple exchanges. <u>Ask questions to clear up any confusion about the topics and texts under discussion.</u>
Grade K, Standard 2 (SL.K.2)	Grade 1, Standard 2 (SL.1.2)
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Grade K, Standard 3 (SL.K.3)	Grade 1, Standard 3 (SL.1.3)
Ask and answer question in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Grade K, Standard 4 (SL.K.4)	Grade 1, Standard 4 (SL.1.4)
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events <u>with relevant details, expressing ideas and feelings clearly.</u>
Grade K, Standard 5 (SL.K.5)	Grade 1, Standard 5 (SL.1.5)
Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions <u>when appropriate to clarify ideas, thoughts and feelings.</u>
Grade K, Standard 6 (SL.K.6)	Grade 1, Standard 6 (SL.1.6)
Speak audibly and express thoughts, feelings, and ideas clearly.	<u>Produce complete sentences when appropriate to task and situation.</u> (See grade 1 Language standards and 3 on page 26 for specific expectations.)

PARCC

Model Content Frameworks: Grades 3-11

English Language Arts/ Literacy

For more information visit:

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