

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Kindergarten

#### **RL.K.1**

**With prompting and support, ask and answer questions about key details in a text.**

#### **CCR Anchor Standard:**

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.

#### **Essential Understanding**

- Listen for information
- Make reasonable predictions
- Use information from the text and background knowledge to make inferences
- Ask and answer questions which begin with who, what, where, when why, and how
- Ask and answer questions about key details in a text

#### **Extended Understanding**

- Authors include key details in literary texts which can help a reader ask and answer questions.
- Good readers know a question is different from a statement and requires an answer.

#### **Academic Vocabulary**

- Questions
- Answers
- Key details\*
- Predictions
- Inferences
- Information
- Text
- 5 W's + H questions (who, what, where, when, why and how)

#### **Content Elaborations**

Text comprehension has been identified as one of the “five essential components” of effective reading instruction (NRP, NICHD). The focus of Key Ideas and Details is that readers will develop the ability to understand the information of what they have read or what has been read to them, given prompting and support. Literary text represents stories that reveal the thoughts and actions of characters. Life, therefore, shapes literature, and literature shapes life.

#### **Next Grade Level Progression Statement**

In first grade, students will be expected to independently ask and answer questions about key details in a text. They will supply key details about what has been read and use those details to retell a story and to describe the characters and the setting. They will also begin to look at the overall lesson an author communicates.

## Question Ideas

- Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story?
- Can you find the part that tells where the story takes place (picture or words)?
- Who was in the story?
- What is (character) doing on these pages?
- What does (character) do now?
- What are these pages mostly about?
- Who is speaking?
- What is (character) doing at this point in the story?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students (with prompting and support from the teacher) when listening to Richard Atwater's "Mr. Popper's Penguins" ask questions about the events that occur and answer by offering key details drawn from the text.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Wonder Wheel**

After the read aloud of a text, students identify what questions or wonderings they have about the text. For example, they may identify parts they do not understand or things that happen in the text about which they would like more information. Teacher helps students identify where answers are by asking questions about specific pages and sections of text.

Teacher and students collaboratively create and use the wonder wheel with various question stems or starters to build students' familiarity with question types. When students make a statement instead of asking a question, teacher might prompt students to restate the statement as a question using a stem from the "Wonder Wheel." Teacher connects students' questions to one or more literary elements (e.g., characters) as relevant.

#### **Resources: The Literacy Continuum by Irene Fountas and Gay Su Pinnell (Heinemann, 2017)**

A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

#### **Pre-K (Prior Grade Standard)**

Ask and answer questions, and comment about characters and major events in familiar stories.

#### **RL.1.1 (Future Grade Standard)**

Ask and answer questions about key details in a text.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Kindergarten

#### **RL.K.2**

**With prompting and support, retell familiar stories, including key details.**

#### **CCR Anchor Standard:**

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

#### **Essential Understanding**

- Recognize key details in a story
- Recount/retell (or graphically represent) key details from literary texts
- Retell familiar stories, including key details

#### **Extended Understanding**

- Authors of literary texts include details that help readers make sense of stories.
- Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details.

#### **Academic Vocabulary**

- Beginning, Middle, End
- Key Details\*
- Retelling/ recounting
- Main/Major Events
- Character\*
- Problem
- Setting\*
- Solution
- Sequence

#### **Content Elaborations**

As the readers are able to retell stories they have heard, it will increase their understanding of text and develop emergent writing skills. By identifying characters, settings, and major events students will develop an understanding of how a story works. As they apply these skills and practice using the academic vocabulary that accompanies literary discussion, their story comprehension will deepen.

#### **Next Grade Level Progression Statement**

In first grade, students will be expected to independently ask and answer questions about key details in a text. They will supply key details about what has been read and use those details to retell a story and to describe the characters and the setting. They will also begin to look at the overall lesson an author communicates.

## Question Ideas

- Retell the important story events including the beginning, middle, and end.
- What was the story about?
- What words on page \_\_\_\_ give a main idea of the (text)?
- Let's look at the pictures, what do you think the main idea is?
- What is (character's) problem in the story?
- What did the character do to solve the problem?
- Using the illustrations in the big book- Ask students to retell the selection citing key details.
- Point to the picture(s) in order and retell the main event(s).
- Retell in your own words the most important events.
- What are the main events of the story in order?
- What is (character) doing at this point in the story? What is (character) doing on these pages? What does (character) do now?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students (with prompting and support from the teacher) retell Bill Martin Jr.'s "*Brown Bear, Brown Bear, What do you see?*" Including key details from the text.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: 5 Finger Retell Glove**

The retell glove helps students understand the important parts of a story. Label the fingers of a glove with Characters, Setting, Problem, Solution, Details (one word per finger). Have children retell the story while using the glove as a guide.

#### **Drama**

Give students the opportunity to engage in dramatic representation of the story. (i.e., Reader's Theater, puppetry, or dramatic play).

#### **Resources: The Unite for Literacy Library**

The Unite for Literacy Library offers many online books for young readers with audio. Browse through the home page to choose books to read from the library shelves. Narrow down your choices using picture icons for different themes such as animals or families. Select and click a book to read. Click the speaker icon to hear each page. The narration is also available in many languages from Arabic to Vietnamese. Stories from this resource can be used to support skill development through the use of various strategies.

#### **Pre-K (Prior Grade Standard)**

Retell or re-enact familiar stories.

#### **1.2 (Future Grade Standard)**

- Analyze literary text development.
- a. Demonstrate understanding of the lesson.
  - b. Retell stories, including key details.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Kindergarten

#### **RL.K.3**

**With prompting and support, identify characters, settings, and major events in a story.**

#### **CCR Anchor Standard:**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Essential Understanding**

- Identify the major events in a story or play
- Identify the beginning, middle and end of a story or play
- Identify the characters in a story or play
- Identify the setting of a story or play
- Identify the problem and solution of a story

#### **Extended Understanding**

- Authors write stories that have characters, settings and major events.
- Good readers write stories that have characters, settings and major events.

#### **Academic Vocabulary**

- Main/Major events
- Beginning, middle, end
- Story & play elements
- Problem
- Solution
- Character\*
- Setting\* (e.g., time, place)
- Key Details

#### **Content Elaborations**

Text comprehension has been identified as one of the “five essential components” of effective reading instruction (NRP, NICHD). The focus of Key Ideas and Details is that readers will develop the ability to understand the information of what they have read or what has been read to them, given prompting and support. Literary text represents stories that reveal the thoughts and actions of characters. Life, therefore, shapes literature, and literature shapes life.

#### **Next Grade Level Progression Statement**

In first grade, students will be expected to independently ask and answer questions about key details in a text. They will supply key details about what has been read and use those details to retell a story and to describe the characters and the setting. They will also begin to look at the overall lesson an author communicates.

## Question Ideas

- How does the character feel about \_\_\_\_\_ in the story?
  - Why does the character feel \_\_\_\_\_ when \_\_\_\_\_?
  - What do the pictures show about \_\_\_\_\_?
  - Where does \_\_\_\_\_ live and how can you tell?
  - Who is the story about?
  - Where does it take place?
- Look at the picture. How do you think \_\_\_\_\_ feels? How can you tell?
  - What do the pictures show \_\_\_\_\_ doing?
  - Identify characters, settings, and major events of the story.
  - What happens after \_\_\_\_\_ (event)? What happens at the end of the story?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

After listening to Tedd Arnold's "Hi! Fly Guy", students identify the characters, setting and major events in the story.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Visualization**

For struggling learners, incorporate visualization strategies to improve reading comprehension. After reading part of the story, have students close their eyes and create a movie in their mind of what they heard. They can practice this concretely by drawing pictures of what they visualized, or they can share their visualizations with a peer.

#### **Resources: What Works Clearinghouse Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade**

[This practice](#) guide provides evidence-based recommendations for best practice strategies used to teach reading comprehension in K-3.

#### **Pre-K (Prior Grade Standard)**

Identify characters and major events in a story.

#### **1.3 (Future Grade Standard)**

Describe characters, settings, and major events in a story, using key details.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Kindergarten

#### **RL.K.4**

**Ask and answer questions about unknown words in a text.**

#### **CCR Anchor Standard:**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

#### **Essential Understanding**

- Read and reread other words, sentences, and visuals in the text to identify context clues
- Use context clues to figure out unknown words
- Identify simple literary devices
- Ask and answer questions about unknown words

#### **Extended Understanding**

- Authors make purposeful language choices to create meaning in stories, poems, and songs.
- Good readers actively seek the meaning of unknown words/phrases by asking and answering questions to clarify meaning.

#### **Academic Vocabulary**

- Questions
- Answers
- Picture clues
- Words
- Context clues
- Simple literary devices (e.g., alliteration, repetition, rhythm, rhyme)

#### **Content Elaborations**

The focus of Craft and Structure is for readers to examine and respond to text. While reading with children, readers are encouraged to ask and answer text-related questions providing the readers with the opportunity to discover the elements common to a particular genre or text type and increase text-related vocabulary.

#### **Next Grade Level Progression Statement**

In first grade, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses. They explain major differences between books that tell stories and books that give information. After reading a story, students will identify the narrator or speaker.

## Question Ideas

- What do you think \_\_\_\_\_ means?
- Look carefully at the illustration. How does the illustration help us understand what \_\_\_\_\_ means?
- How do the words help you picture what is happening on this page?
- What words on these pages tell about...?
- What is the difference between \_\_\_ and \_\_\_? (Follow-Up: Why? Give me an example/Show me.)
- What is the opposite of the word \_\_\_?
- Have students work with a partner to determine the meaning of an unknown word by finding clues in the text.
- What should you do when you hear or see a word you don't know?
- Does the word \_\_\_\_\_ sound like any other words that you know?
- What is another way we use the word \_\_\_\_\_?
- What are examples of things that are \_\_\_\_\_?

## Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students (with prompting and support from the teacher) identify words and phrases within Molly Bang's *"The Paper Crane"* that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved, overjoyed).

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Word Wisdom**

Use read aloud books to introduce and review vocabulary words. Use think-aloud strategies to model the ways to determine unknown and their meaning (using the context of the sentence, using letter sounds, and/or using the pictures as cues)

### **Resources: Essential Instructional Practices in Early Literacy by the Early Literacy Task Force**

[This guide](#) identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

### **Pre-K (Prior Grade Standard)**

With modeling and support, recognize and produce rhyming words.

### **1.4 (Future Grade Standard)**

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Kindergarten

#### **RL.K.5**

**Recognize common types of texts (e.g., storybooks, poems).**

**CCR Anchor Standard:**

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.

**Essential Understanding**

- Know the elements of a story
- Know the elements of poems
- Recognize common genres
  - fable
  - narrative
  - fairytale
  - poem
  - counting books
  - alphabet books

**Extended Understanding**

- Authors write different types of texts.
- Good readers understand that storybooks and poems have different features.

**Academic Vocabulary**

- Fiction
- Story
- Poem
- Fable
- Narrative
- Purpose
- Information
- Text
- Storybooks
- Rhyme
- Recognize

**Content Elaborations**

The focus of Craft and Structure is for readers to examine and respond to text. Readers increase understanding of the text by examining the author and/or illustrator's intentional choice of craft and structure such as word choice, sensory language, story structure, story development, and illustrations. While reading with children, readers are encouraged to ask and answer text-related questions providing the readers with the opportunity to discover the elements common to a particular genre or text type and increase text-related vocabulary.

**Next Grade Level Progression Statement**

In first grade, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses. They explain major differences between books that tell stories and books that give information. After reading a story, students will identify the narrator or speaker.

## Question Ideas

- Is this a story or a poem? How do you know?
- What clues does this page give you that this is a (story, poem, letter, etc.)?
- What kind of story is it? (Fables) What lesson does the fable teach us?
- How do you know when you are reading or hearing a fairy tale or fable?
- What kind of fiction story do you think this is? How can you tell?
- Even though this book is fantasy, there are things about it that are realistic, or that could happen in real life.
- What parts of the story make it a fantasy? What parts are realistic?
- Will this book tell us a story or help us learn something new?
- Do you think this is something a real \_\_\_\_\_ might do?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

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.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Make A Book**

Use nursery rhymes as beginning readers. With a rhyme on each page, create a four-to-five-page book that students/readers illustrate. Discuss the concept of genre in relationship to the rhymes. This activity can be repeated with folktales. Students can be encouraged to write the title and illustrate a favorite part after hearing a folktale read aloud. Again, discuss the concept of genre and help students/ readers differentiate this one from nursery rhymes (this activity can cover genres and author/illustrators). Some students may not have the skills to illustrate a book free hand. Provide these students with cut out pieces of cloth, paper, or other textile to create characters (can help those with fine motor control difficulties). These pre-cut shapes will help with illustrating their book.

#### **Resources: The Literacy Continuum Pre-K-8**

The Literacy Continuum by Irene Fountas and Gay Su Pinnell (Heinemann, 2017) – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

#### **Pre-K (Prior Grade Standard)**

With modeling and support, recognize and "read" familiar words or environmental print.

#### **1.5 (Future Grade Standard**

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Kindergarten

#### **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.**

#### **CCR Anchor Standard:**

Assess how point of view, perspective, or purpose shapes the content and style of a text.

#### **Essential Understanding**

- Identify the author of a story
- Identify the illustrator of a story
- Explain how the author tells a story
- Explain how the illustrator helps the reader see a story
- Name the author and illustrator of a story and define the role of each in telling the story

#### **Extended Understanding**

- Authors of stories decide how the story is told to the reader.
- Illustrators of stories help the reader “see” the story.
- Good readers know that authors and illustrators have different roles in creating a story.

#### **Academic Vocabulary**

- Define
- Author
- Illustrator
- Illustration
- Drawing
- Written by
- Illustrated by
- Front cover
- Title page

#### **Content Elaborations**

The focus of Craft and Structure is for readers to examine and respond to text. Discussing the roles of the author and illustrator helps readers distinguish between illustrations and printed text and builds an understanding of the ways that print, and image carry and contribute to meaning.

#### **Next Grade Level Progression Statement**

In first grade, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses. They explain major differences between books that tell stories and books that give information. After reading a story, students will identify the narrator or speaker.

## Question Ideas

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• What does an author do?</li><li>• What does an illustrator do?</li><li>• Who is the author of this story?</li><li>• Who is the illustrator of this story?</li></ul> | <ul style="list-style-type: none"><li>• What did the author do to make this book?</li><li>• What did the illustrator do to make this book?</li><li>• _____ is the author/illustrator, what does that mean he/she did?</li></ul> |
|---|---|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students (with prompting and support from the teacher) name the author and illustrator of the story "*I went Walking*" by Sue Williams and illustrated by Julie Vivas. After identifying the author and illustrator, students should explain the role each one has in telling the story.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Student Authors and Illustrators**

Use literary terms when discussing student writing. Make specific reference to their work as authors and illustrators to help solidify their understanding of the role each plays in creating a picture book. Support students by using picture clue cards to represent the roles of author and illustrator.

#### **Resources:**

Read Write Think There are many standards-based lessons that may be used to help Kindergarten students develop reading skills. The lessons are aligned to standards and may be adapted to different levels for whole and/or small groups of students. Some of the lessons specifically connected to these standards are –

- Learning About the [Alphabet Book Genre](#)
- [Phonics in Context](#)
- [Fact or Fiction](#): Learning About Worms Using Diary of a Worm

#### **Pre-K (Prior Grade Standard)**

With modeling and support, name the author and illustrator of a story and what part each person does for a book.

#### **1.6 (Future Grade Standard)**

Identify who is telling the story at various points in a text.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Kindergarten

#### **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).**

#### **Essential Understanding**

- Identify story details
- Recognize what an illustration is (e.g., picture, photo, drawing, sketch)
- Describe information obtained from illustrations
- Describe the relationship between illustrations and the story in which they appear

#### **Academic Vocabulary**

- Describe\*
- Illustrations (e.g., photos, pictures, drawings)
- Details
- Character
- Setting
- Events

#### **CCR Anchor Standard:**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. \*

#### **Extended Understanding**

- Authors use illustrations and details in a text to tell a story.
- Good readers use illustrations/pictures to enhance their understanding of a story.

#### **Content Elaborations**

The focus of Integration of Knowledge and Ideas is that competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored. Studying images or illustrations in books will enhance and/or explain the messages for the reader by using images or illustrations as cues for the text during reading.

#### **Next Grade Level Progression Statement**

In first grade, students will be expected to independently use illustrations and details in a story to describe its characters, setting, or events. They will independently compare and contrast adventures and experiences of characters in stories.

## Question Ideas

- How do the pictures and words in \_\_\_\_\_ let us know that \_\_\_\_\_ is feeling \_\_\_\_\_?
  - What do the pictures show/tell about \_\_\_\_\_?
  - How do the words in the illustrations \_\_\_\_\_ help you understand the selection more?
  - What are \_\_\_\_\_ and \_\_\_\_\_ doing in the picture?
  - Do the words in text match the picture?
- How do the pictures help you understand the words the author uses to describe \_\_\_\_\_?
  - How do the words and pictures work together to help you understand \_\_\_\_\_?
  - Which moment in the story does this illustration show?
  - How have the pictures of the \_\_\_\_\_ changed since the beginning of the story?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

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.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Picture Walk**

During a read aloud, in small group guided reading, or any other shared reading experience, the teacher guides students through a "picture walk." The teacher shows the students the illustrations without reading any of the words. Students make predictions about the story based on those illustrations. The teacher can ask students to identify the predictions that come closest to what really happened in the story. While reading, help students make connections between the illustrations in the story and the moments they depict

#### **Resources: The Castle in the Classroom Story**

As *A Springboard for Early Literacy* by Ranu Bhattacharyya and Georgia Heard (Stenhouse, 2010) discusses ways to use the life stories and imaginations of young children as gateways to literacy. Search "Castle Classroom" on Pinterest for many creative ideas for enhancing this strategy in your classroom.

#### **Pre-K (Prior Grade Standard)**

With modeling and support, describe what part of the story the illustration depicts.

#### **1.7 (Future Grade Standard)**

Use illustrations and details in a story to describe its characters, setting, or events.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Kindergarten

#### **RL.K.9**

**With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**

#### **CCR Anchor Standard:**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Essential Understanding**

- Identify the characters within and between texts
- Identify the plots (including adventures and experiences) within and between texts
- Know that compare means looking for things that are alike or the same.
- Know that contrast means looking for differences
- Compare and contrast the adventures and experiences of characters in familiar stories

#### **Extended Understanding**

- Authors develop their stories with the adventures and experiences of characters.
- Good readers understand familiar stories by learning about characters' adventures and experiences.

#### **Academic Vocabulary**

- Compare\*
- Contrast\*
- Characters
- Plot
- Main events
- Problem
- Solution
- Adventures
- Experiences

#### **Content Elaborations**

The focus of Integration of Knowledge and Ideas is that competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored. Studying images or illustrations in books will enhance and/or explain the messages for the reader by using images or illustrations as cues for the text during reading.

#### **Next Grade Level Progression Statement**

In first grade, students will be expected to independently use illustrations and details in a story to describe its characters, setting, or events. They will independently compare and contrast adventures and experiences of characters in stories.

## Question Ideas

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• How are these books the same?</li><li>• How are these books different?</li><li>• Does that remind you of any characters we have read about in other stories?</li><li>• Does this story remind you of any other stories you have read?</li><li>• This week we read two stories about _____. Compare how the characters' experiences were similar and how they were different.</li></ul> | <ul style="list-style-type: none"><li>• How are the two characters alike/different? How are the adventures of ___ and ___ similar? Different?</li><li>• How do the characters in both stories change?</li><li>• How do the feelings of the character(s) change by the end of the story?</li><li>• In both books (stories) we learned about _____. What was the same about the two stories? What was different?</li></ul> |
|--|--|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

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."

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Venn Diagrams (or T-chart graphic organizers)**

Students use Venn diagrams or similar graphic organizers to compare and contrast characters and events in familiar stories read in class. For example, compare the characters and adventures of the Three Little Pigs and the Three Bears.

#### **Resources: Florida Center for Reading Research**

[This website](#) has a large amount of resources that explain the research around teaching children to read. The website also has many strategies and activities that can be used in the Kindergarten classroom to help students develop reading skills.

#### **Pre-K (Prior Grade Standard)**

With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).

#### **1.9 (Future Grade Standard)**

Compare and contrast the adventures and experiences of characters in stories.



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Kindergarten

#### **RL.K.10**

**Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

#### **CCR Anchor Standard:**

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

#### **Essential Understanding**

- Working with others in a group
- Listen intently to stories read aloud in class
- Demonstrate comprehension of grade-level, complex literary text
- Demonstrate comprehension of above grade-level, complex literary text with scaffolding –
- Identify/evaluate text complexity

#### **Extended Understanding**

- Demonstrate comprehension of above grade-level literary text without scaffolding

#### **Academic Vocabulary**

- Questions
- Answers
- Key details
- Predictions
- Inferences
- Beginning, Middle, End
- Retelling/ recounting
- Story & play elements
- Problem
- Solution
- Character
- Setting (e.g., time, place)
- 5 W's + H questions (who, what, where, when, why, how)

#### **Content Elaborations**

The focus of Range of Reading and Level of Text Complexity at this grade level is the exposure of young children to a wide variety of text types and levels. Quality texts are at or above grade level, linguistically complex and instructionally useful. All students, even struggling readers, must have access to text that is at or above grade level while still engaging with texts on their individual reading level. Texts should be varied and include poetry, realistic fiction, fantasy, drama, etc. Texts should be authentic and used to teach discrete English Language Arts skills.

#### **Next Grade Level Progression Statement**

In first grade students will read fictions with increasing complexity. They will work to develop greater connections with text drawing on personal experience and stories they have already heard.

## Question Ideas

- Can you tell me what happened at the beginning of the story? What happened after that?
- What happened at the end of the story?
- Can you find the part that tells where the story takes place (picture or words)?
- Who is the author of this story?
- What did the author do to make this book?
- Who was in the story?
- Retell in your own words the most important events.
- What are the main events of the story in order?
- Retell the important story events including the beginning, middle, and end.
- Who is the illustrator of this story?
- What did the illustrator do to make this book?

## Ohio's Learning Standards for English Language Arts Supports: Appendix B

After listening to "The Garden" from Arnold Lobel's *Frog and Toad Together*, students actively engage in group reading activities that allow students to retell the events of the story, make text-to-self connects (connect the story to personal experiences and feelings) and text-to-text connections (connect the characters, setting and events to another story).

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Author Study**

Collect copies of a single author's work. Choose a children's author that has a wide range of books, such as Eric Carle, bell hooks, Lois Ehlert. Have the books available for student exploration and use the books as read alouds. Lead discussions about book similarities and differences focusing not only on the text, but on the illustrations as well.

### **Resources: What Works Clearinghouse Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade**

[This practice](#) guide provides evidence-based recommendations for best practice strategies used to teach reading comprehension in K-3.

### **Pre-K (Prior Grade Standard)**

Actively engage in group reading with purpose and understanding.

### **1.10 (Future Grade Standard)**

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.