

# A Teacher's Guide to Literacy Standards Implementation

## Kindergarten

### Quarterly Sequence Guide



**Purpose:** This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.



The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The importance of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students' need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. The following offers suggestions for the types of texts that students read and analyze through classroom tasks. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester.

**Reading complex texts (although complex texts are not assigned to be read independently at K-2):** 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages.

Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear in each module.

**Writing effectively when using and/or analyzing sources:** Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing, (Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

**Conducting and reporting on research:** This expands on "writing when analyzing sources" to require students to demonstrate their ability to gather resources, evaluate their relevance, and 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. Students are asked to read and/or listen to texts read aloud and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers.

# Kindergarten Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and assessment.

In addition to these skills, ensuring that students have opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks is essential. To assist educators in infusing the social emotional learning standards, ISBE has provided "Stages" of SEL development that include more detailed performance descriptors of student's skills. Links to additional resources mentioned in this guide as well as the SEL materials, can be found on the back of this guide.

## **Decode Words**

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

## **Understand and Apply Vocabulary and Grammar**

Students require multiple exposures to targeted vocabulary words in authentic contexts to retain and understanding of word(s) meaning. Students should attempt to use the words effectively when speaking and begin to use them effectively when writing. Students should be exposed to content-specific words to build knowledge through content under study. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing, and speaking.

## **Analyze Content**

Students should carefully gather observations about a text by examining its meaning and details thoroughly. Teachers should encourage students to reread with purpose and ensure that all standards have been taught by year's end.

## **Conduct Discussions**

Students should follow agreed upon rules to engage in a range of collaborative discussions (one-on one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion. Students should have opportunities to practice SEL through discussions that focus on social-awareness and interpersonal skills. Teachers should look for decision-making skills and responsible behaviors in personal, school, and community contexts.

## **Cite Evidence**

Students should be able to ask and answer questions about key details in a text with prompting and support. Students refer explicitly to the text, illustrations, photographs and other possible text features as the basis for answers.

## **Digital Integration and Application**

With prompting and support, students will use digital tools to produce and publish writing along with analyzing multimedia illustrations and text to demonstrate understanding.

## **Writing Expectations**

Students build competence and confidence through daily involvement in shared group experiences, teacher modeling, and individual practice for all three writing modes. This writing may include sketching and labeling or may include one or two letters to stand for a word, or a string of letters to supplement written forms. Narrative, opinion and informative/expository writing should be included in write alouds and partner experiences. All analytic writing should put a premium on using details from the text as well as on crafting works that display some logical integration and coherence. Begin to use knowledge of language and its conventions when writing.



## Text Types and Tasks

Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher's discretion to determine the text types based on the needs of students.

Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students. For support in crafting aligned literacy tasks, please view the grade level Guidance for Designing Literacy Tasks in the resource section of this guide.

**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 Quarter/Trimester Guide

(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following document: [Kindergarten Guidance for Literacy Task Design](#))

## Reading

The goal of Kindergarten is to teach students to read through the strategic use of Foundational Skills Standards.

**Foundational Skills:** Grade level Foundational Skills Standards are an integrated part of reading instruction so students are able to fluently read and comprehend texts. These skills are transferred when students integrate them with the text to which they read and write. A coherent curriculum is suggested and should connect to content being studied.

**Reading Complex Texts:** Students read on-grade level texts at the appropriate complexity. Exposing early elementary to complex texts should only be completed through read alouds in K-1. The majority of instructional time should be spent learning to read through foundational skills.

**Short Texts** Literature - 50% Informational – 50%

### **Texts to include students working collaboratively and independently:**

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

**Extended Text(s) Balance of:**

Literature (i.e., novel, short story, or play)  
Informational (i.e, text, article, speech, etc)

### **Extended Text: Anchor or 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, illustrated and written responses with guidance and support from adults.



## Writing

In Kindergarten, 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.

Writing routinely throughout the year requires students to:

- Use a mix of drawing, dictating and writing 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 text(s)
- Mix of on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology

### **Writing To Texts – 65% Analytical**

#### **Balance of Opinion & Informative/Explanatory**

- With guidance and support, use a mix of drawing, writing, or dictating to create informative/explanatory pieces
- With guidance and support, introduce a topic or give the name of the book that is the focus of study
- With guidance and support, supply some information about the subject or topic

**Writing Extended Research Projects:** Beneficial if the project connects to a short or extended text.

- Participate in a shared research and writing project
- 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
- Present findings in a variety of presentation methods, including collaboration with peers

### **Writing Narratives - 35%**

- With guidance and support, use a mix of drawing, dictating and writing to create separate narrative pieces
- With guidance and support, use a mix of drawing, dictating or writing to define a single event or several loosely linked events
- With guidance and support, use a mix of drawing, dictating or writing to place chosen events in the order in which they occurred
- With guidance and support, use a mix of drawing, dictating or writing to react to what happened in a story or to events.



## Resources to Support Kindergarten Standards Implementation

[Standards Bookmarks](#) (for Teachers) [Designing Literacy Tasks](#)

Foundational Skills:

- ◇ [By Standard Direction](#)
- ◇ [Strategy Guide](#)
- ◇ [Fluency Guidance](#)

Reading:

- ◇ [Text Complexity](#)
- ◇ [Text Dependent Questions](#)
- ◇ [Mentor Text Resources](#)
- ◇ [Strategies by Standard](#)
- ◇ [Text Sets](#)

Writing:

- ◇ [Strategies by Standard](#)

Language:

- ◇ [Vocabulary Strategies](#)

Speaking & Listening

- ◇ [Collaborative Conversation Sentence Stems](#)
- ◇ [Strategies by Standard](#)

Social Emotional Learning

- ◇ [Standards, Goals and Strategies](#)



**Education is not preparation for life; education is life itself.**

John Dewey



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