

<p>4. ▲ demonstrates <i>phonemic awareness</i> skills by hearing and orally manipulating sounds (e.g., ▲<i>phoneme isolation</i>, ▲<i>identification</i>, ▲<i>categorization</i>, <i>blending</i>, <i>segmentation</i>, <i>deletion</i>, <i>addition</i>, <i>substitution</i>). (Phonemic Awareness)</p> <p>5. identifies and makes oral <i>rhymes</i> and begins to hear <i>onsets</i> and <i>rimes</i> (e.g., <i>alliteration</i>, <i>intonation</i>). (Phonological Awareness)</p> <p>6. ▲ demonstrates an understanding of <i>graphemes</i> and <i>phonemes</i> (i.e., sound-symbol relationships) in written and spoken language. (Phonics)</p>	<p>(b) uses pocket charts with sentences that show amount of space between each word.</p> <p>4. (a) provides students with letter tiles, magnetic letters, or markers and white boards. The teacher begins with auditory practice in demonstrating which words begin with the same sound, saying the first or last sound in a word or combining separate sounds to say the word or breaking the word into its separate sounds. After the demonstration, the students use manipulatives to construct words.</p> <p>(b) provides students with letter tiles or letter cards, then...</p> <ul style="list-style-type: none"> • demonstrates segmenting words into sounds (e.g., What sounds do you hear in the word "dog") • demonstrates sounds in short-term memory and combine them to form a word (e.g., What word do we have when you put these sounds together: /m/, /a/, /t/?) • demonstrates detecting and manipulating sounds within words (e.g., Is there a /g/ in the word "bug"?) • demonstrates sequences of sounds in words (e.g., How many sounds do you hear in the word "fun"? - /f/, /u/, /n/) • demonstrates isolated beginning, medial, and ending sounds (e.g., "What are the first sound, middle, and ending sounds in "dog"?) <p>(c) supplies an appropriate rhyming word to complete a familiar nursery rhyme or predictable text with rhyming lines.</p> <p>5. (a) reads nursery rhymes and riddles to the students to express phonological awareness.</p> <p>(b) uses songs such as "Apples and Bananas" and "Down By the Bay" to encourage student learning.</p> <p>(c) uses posters, big books, or overhead transparencies to present and practice and locate rhymes.</p> <p>6. (a) tosses an alphabet ball (a blown-up beach ball with alphabet letters on it). Whatever letter the teacher's thumb is on, the student identifies that letter and the letter's sound.</p>
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(b) demonstrates that some words have more than one *phoneme* (e.g., The word "step" has four *phonemes* /s/, /t/, /e/, /p/) with *Elkonin boxes*.

(c) demonstrates that *graphemes/chunks* may include one or several letters (e.g., b, d, g, or ch, sh, th).
(This is an on-going process throughout the school year.)

(d) has the students manipulate letter tiles to match spoken letter sounds. The teacher then shows the students the connections between the letter tiles or letter cards with written word on the board or overhead.

(e) helps students understand why they are learning the relationships between letters and sounds.
(This is an on-going process throughout the school year.)

(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

Standard 1: Reading

KINDERGARTEN

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 2: The student reads fluently.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. demonstrates an understanding of <i>concepts of print</i> (e.g., front-to-back, top-to-bottom, left-to-right) and begins to track print. 2. locates periods, question marks, and exclamation points. 3. imitates the rhythm of speech in <i>emergent oral reading</i>. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) provides multiple opportunities for book-handling and/or modeling concepts of print, <i>one-to-one match</i>, and return sweep. (b) demonstrates and explains the concepts of print to the students when reading aloud/shared reading/instructional groups. (c) provides the opportunity for students to make their own books, for example, a short repetitive story with one word per page, eventually creating longer stories. (d) works with sign language interpreter to demonstrate the inflectional patterns of sign language. 2. (a) models oral reading using voice inflection to accentuate the punctuation and asks the students which form of punctuation is being represented or expressed. (b) works with sign language interpreter to demonstrate the rhythm of sign language. 3. (a) reads aloud and creates shared reading opportunities. (b) reads aloud a book that has been selected by a student. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

Teacher Notes:

Standard 1: Reading

KINDERGARTEN

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. reads one-syllable and often-heard words by sight.2. uses picture clues to identify unknown words and meanings.	<p>The teacher...</p> <ol style="list-style-type: none">1. (a) asks students to locate sight words within the environment, familiar text, and new text.2. (b) demonstrates how to check picture clues to confirm meaning. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 1: Reading

KINDERGARTEN

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of text (*narrative, expository, technical, and persuasive*).

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. participates in discussions about <i>narrative</i> and <i>expository</i> texts read to them. 2. identifies and discusses title, author, illustrator, and illustrations. 3. uses pictures, content, and prior knowledge to make predictions. 4. responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after listening to the text. 5. uses picture clues, text, and prior knowledge to make inferences and draw conclusions. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) models how students can respond through talk, movement, music, art, and drama to a variety of stories and poems in ways that reflect understanding and interpretation. (b) sends notes home in the parents' home language encouraging volunteers to read to the students in the classroom. Teacher needs to provide books in different languages available for volunteers to read. 2. (a) models the location of the title, illustrator, and author. 3. (a) uses pictures or cards to allow the students to demonstrate their understanding of the sequence of events in a story. (b) uses words, such as "before", "after", and "next" to sequence events. 4. (a) provides the opportunity and time for students to ask and answer questions about the text. (b) provides opportunity and time for students to answer questions about the text. (c) provides a <i>graphic organizer</i>, for example, a KWL Chart. 5. (a) organizes small groups of students to create a play that retells the story. (b) gives <i>main idea</i> (broad view) of story. (c) gives the students pictures from magazines, old texts, etc. and

<p>6. develops awareness of text structure (e.g., <i>sequence</i>, problem-solution).</p> <p>7. sequences 2-3 events in order.</p> <p>8. compares and contrasts information in illustrations, prior knowledge, and texts read aloud.</p> <p>9. <i>retells</i> or role plays important events and information from the text.</p> <p>10. explains the <i>topic</i> of a selection that has been read aloud (e.g., What is the book about?).</p>	<p>(d) asks students to make up a story about what is happening in the pictures.</p> <p>6. (a) asks students to look at picture and tell what they think will happen next.</p> <p>(b) uses a picture walk to make inferences and draw conclusions.</p> <p>7. (a) structures art activities to retell the sequence of events in a story.</p> <p>8. (a) models the use of a KL Chart - what I Know and what I Learned.</p> <p>(b) discusses with the students how the characters in a story are the same or different.</p> <p>9. (a) uses puppets to retell story.</p> <p>(b) uses elements of story grammar as a structure for recalling and retelling the story.</p> <p>(c) structures an art activity to illustrate <i>characters, setting problems, and sequences of events in a story</i>.</p> <p>(d) organizes small groups of students to create a play and retells the story.</p> <p>10. (a) allows students to use puppets, props, or other methods to retell a story.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 2: Literature

KINDERGARTEN

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies and discusses <i>character(s)</i> in literature. 2. identifies and talks about events in the story and why they are important. 3. identifies and discusses problem and solution. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) supports student understanding by facilitating student think-aloud activities. (b) uses a <i>graphic organizer</i> to compare and contrast <i>characters</i>. 2. (a) has students discuss then draw the <i>setting</i>. (b) uses a <i>graphic organizer</i> to discuss the story <i>setting</i>. 3. (a) allows for class discussion regarding problem and solution. (b) uses a <i>graphic organizer</i> to show the problems and possible solutions and discusses the pros and cons of the solution, when appropriate. (c) provides experience with different genre with read alouds. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 2: Literature

KINDERGARTEN

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.

Kindergarten Knowledge Base Indicators	Instructional Examples
The student... 1. recognizes and discusses cultural elements in books read aloud.	The teacher... 1. (a) enlists the assistance of the school librarian in locating "read-aloud materials" from a variety of cultures. (The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)
Teacher Notes:	

Standard 3: Writing

KINDERGARTEN

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The students use writing as a tool for learning throughout the curriculum.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. uses pictures and words (developmentally appropriate) to record thoughts, facts, and ideas.	<p>The teacher...</p> <ol style="list-style-type: none">1. provides the students with the supplies (e.g., stickers, pictures, etc.) to demonstrate understanding of a book, story, or concept and to form a writing sentence. <p>uses shared writing activities throughout the content areas.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

KINDERGARTEN

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.

Kindergarten Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. uses some prewriting strategies to organize ideas on a <i>topic</i> or a prompt (e.g., drawing a picture, discussing with a partner).2. draws and/or writes to communicate ideas.3. records ideas for sharing.	<p>The teacher...</p> <ol style="list-style-type: none">1. uses pictures from a story book or sequencing cards and directs students to sequence the pictures and tell a story about the pictures.2. provides a story prompt and has students draw and label pictures that illustrate their story ideas.3. uses shared writing activities, asking each student to provide an idea or picture to be included in the story. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

KINDERGARTEN

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The students use ideas that are well developed, clear and interesting.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. chooses ideas in which pictures are supported by some words.2. includes details in drawings.	<p>The teacher...</p> <ol style="list-style-type: none">1. assists student in writing or scribing the title or label for a student drawing.2. scaffolds the student ideas to enrich the drawing or writing. <p>helps student make meaning/connections that letters represent words (student reads aloud work).</p> <p>uses literature to model ideas and supporting details.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

KINDERGARTEN

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The students will use organization that enhances the reader’s understanding.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes from left-to-right.2. writes top-to-bottom.	<p>The teacher...</p> <ol style="list-style-type: none">1. instructs and provides practice for student in writing letters in name from left to right.2. models the arrangement of concrete objects from left-to-right and or top-to-bottom. <p>models beginning, middle, and end of a story in shared writing activities.</p> <p>uses literature to model beginning, middle, and end of a story.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

KINDERGARTEN

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 5: The students use *authentic* and appropriate voice.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. communicates feelings through drawings.	<p>The teacher...</p> <ol style="list-style-type: none">1. provides stickers for students to place on an attendance chart that reflects the student's feelings for the day. <p>shows facial expressions on cards, charts, and etc. and students use those emotive words when labeling their pictures or writing.</p> <p>uses literature to model how to use voice in writing.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

KINDERGARTEN

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 6: The students use effective word choice.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. recognizes the difference between nouns and verbs.	<p>The teacher...</p> <ol style="list-style-type: none">1. discusses action words and naming words. <p>discusses words that describe nouns (adjectives).</p> <p>uses literature to model word choice.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

KINDERGARTEN

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The students use standard American English conventions.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes using correct directionally when forming letters and words.2. capitalizes the first letter of their first and last name.	<p>The teacher...</p> <ol style="list-style-type: none">1. provides a tactile medium for students to practice making letter and words (e.g., sand painting, pudding, finger paint).2. distributes markers and laminated cards on which the students trace their names. <p>writes students' names in dots with directional arrows for the students to trace.</p> <p>uses literature to model conventions.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

KINDERGARTEN

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. uses interactive writing.2. writes for a specific purpose and audience.	<p>The teacher...</p> <ol style="list-style-type: none">1. provides a safe environment for students to offer written or oral contributions to a group.2. provides materials for students to write invitations for parent night, thank you note for a field trip, or a letter to a friend in the classroom. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 4: Research

KINDERGARTEN

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective research practices.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. discusses curriculum <i>topics</i> or <i>topics</i> of interest. 2. asks questions about a <i>topic</i> being studied or an area of interest. 3. recognizes, with guidance, that different formats exist. 4. finds information, with guidance, appropriate to task (e.g., print, non-print). 5. observes the recording of relevant information. 6. shares information. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) conducts a show-and-tell opportunity. 2. (a) structures the classroom to promote student curiosity. 3. (a) has a variety of media in the classroom (e.g., books, magazines, videos, TV, Internet, CD ROM). 4. (a) assists students in conducting a survey. (b) creates a graph representing a survey of the class, for example, student pets, or favorite colors, numbers of students wearing sneakers. 5. (a) creates appropriate data-collection activities. (b) creates an appropriate data-collection, for example, weather, school lunch, or books checked out from the library. 6. (a) allows time for reporting of finding. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

