

Power Standards and Benchmarks Kindergarten

Language Arts Standard: Students will be able to apply reading, writing, speaking and listening skills to communicate effectively.

Reading Power Standard: Students will be able to read, analyze, and understand a variety of literary and informational texts for varied purposes.

Reading Power Benchmark 1: Demonstrates accuracy and fluency when reading grade appropriate text

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Reads by sight a minimum of 25 high frequency words	<ul style="list-style-type: none"> • Sight words • Instantly • Frequent • Automatic • Word Wall 	<ul style="list-style-type: none"> • Reads instantly many words encountered in text and in the environment 	<ul style="list-style-type: none"> • Big Books Guided Reading books • Word Walls • Plastic letters • Labels • Assessment: LAPBA (High Frequency Words) • Assessment: Running Records
b. Reads grade appropriate books	<ul style="list-style-type: none"> • Introduction • Picture walk • Pointing • Reread • Expression • Meaning (makes 	<ul style="list-style-type: none"> • Reads Level 2 (RR) or B (GR) books • Reads words in sequence (1:1 matching) • Gets most of the words correct • Recognizes the story pattern • Indicates by pointing or through verbal statements that the print has a message • Able to respond to prompts for identifying 	<ul style="list-style-type: none"> • Big books & Guided Reading books • <i>Guided Reading</i> by Fountas and Pinnell • Assessment: Running Records

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	<p>sense)</p> <ul style="list-style-type: none"> • Structure (sounds right) • Visual (looks right) 	<p>unknown words: Does it look right, does it sound right, does it make sense</p> <ul style="list-style-type: none"> • Reads the words of the text with fluent intonation and phrasing 	
c. Understands the basic concepts of print	<ul style="list-style-type: none"> • First • Last • Front • Back • Top • Bottom • Word • Sentence • Space • Letter • Beginning • Ending punctuation 	<ul style="list-style-type: none"> • Identifies where to start and end reading (first/last) • Understands directional movement (left-to-right, top-to-bottom, return sweep) • Distinguishes between print and pictures • Identifies separate words (one-to-one matching) • Identifies separate letters in printed words • Identifies a written letter, word, and sentence • Identifies first letter and last letter of a word • Identifies ending punctuation (period, question mark) 	<ul style="list-style-type: none"> • Guided Reading books • <i>Matching Text to Readers</i> by Fountas and Pinnell • Work Stations Activities • Assessment: Running Record • DIBELS

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Reading Power Benchmark 2: Uses a variety of comprehension processes

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Retells stories or parts of stories (orally and through pictures)	<ul style="list-style-type: none"> • Retells • Events • Order/Sequence • Evidence • Character • Setting • Problem • Solution 	<ul style="list-style-type: none"> • Retells story giving character, setting and some details • Responds to simple questions about a book's content • Provides support for answers to questions • Able to identify simple problem and solution in story 	<ul style="list-style-type: none"> • Big Books & Guided Reading books • Work Stations Activities • Retelling Cards • Assessment: Retelling Rubric • Weekly & Unit
b. Uses pictures in text to talk about the content	<ul style="list-style-type: none"> • Pictures • Clues • Characters • Events 	<ul style="list-style-type: none"> • Uses pictures to find information about the elements of a story • Uses pictures to support answers to questions 	<ul style="list-style-type: none"> • Big Books & Guided Reading books • Graphic Organizers • Retelling Cards
c. Uses self-monitoring and self-correcting strategies	<ul style="list-style-type: none"> • Checking • Questioning • Correcting • Strategy 	<ul style="list-style-type: none"> • Checks to see if what they are reading makes sense • Checks to see if they are on the right page • Checks to see if the word they are saying is the one they are pointing to 	<ul style="list-style-type: none"> • Teacher Prompts cards • Guided Reading books • Graphic Organizers • Assessment: Weekly & Unit
d. Responds to stories in a variety of ways (oral, written, artistic) to show comprehension	<ul style="list-style-type: none"> • Understanding • Characters • Setting • Story elements • Compare/Contrast 	<ul style="list-style-type: none"> • Creates artwork or a written response to show comprehension • Answers simple questions about the text's content • Supports answers to questions about the text using information and prior knowledge and experience • Uses pictures to aid comprehension • Compare and contrast stories 	<ul style="list-style-type: none"> • Journals • Work Station Activities • Guided books • Graphic Organizers • Assessment: Weekly & Unit

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e. Makes and supports predictions	<ul style="list-style-type: none"> • Prediction • Story clues 	<ul style="list-style-type: none"> • Uses pictures to make predictions about a story • Uses text clues to make predictions about a story • Supports predictions using text evidence and prior experience and knowledge 	<ul style="list-style-type: none"> • Big Books & Guided Reading books • Think-Alouds • Read-Alouds • Assessment: Weekly & Unit
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Reading Power Benchmark 3: Demonstrates the ability to learn new vocabulary to increase comprehension of texts

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
Uses a variety of strategies to gain meaning from new words in texts	<ul style="list-style-type: none"> • Vocabulary • Context • Meaning • Prediction 	<ul style="list-style-type: none"> • Talks about new words and their meanings as they are encountered in books and conversation • Notices unfamiliar words in reading and conversation and predicts their meaning from context and illustration • Uses new words in different context 	<ul style="list-style-type: none"> • Big Books & Guided Reading books • Read-Alouds • Think-Alouds • PWIM (Picture Word Inductive Model) • WLFS • Social Studies / Math / Science Work Station Activities • Assessment: Weekly & Unit

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Reading Power Benchmark 4: Uses the print-sound code when reading grade appropriate text

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Recognizes sounds in words when listening and knows how to give the sounds in words (phonological awareness)	<ul style="list-style-type: none"> • Word • Rhyme • Sentence • Beginning • Middle • Ending • Delete • Sound • Part • Blending • Onset/rime • Segmenting • Substitute 	<ul style="list-style-type: none"> • Produces rhyming words and recognizes pairs of rhyming words • Knows how to segment sentences and words • Knows how to identify beginning, middle, and ending phonemes in words • Knows how to delete word parts and sounds • Knows how to substitute sounds in words to form a new word • Knows how to blend word parts and sounds together to form a word 	<ul style="list-style-type: none"> • <i>Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills</i> by Jo Fitzpatrick • <i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams • <i>Sounds Abound</i> by Lingui Systems • <i>Oo-pples and Boo-noo-noos</i> by Yopp & Yopp • Assessment: DIBELS • Weekly & Unit
b. Knows the names of the letters of the alphabet and can identify them by name in any context (letter recognition)	<ul style="list-style-type: none"> • Upper case • Lower case • Alphabet • Letter • Sound 	<ul style="list-style-type: none"> • Recognizes and names all upper and lower case letters in any context and in isolation • Recognizes letters in any common font or handwriting, other than cursive • Identifies or writes any letter(s) in any order without an alphabet sample • Produces a letter name or letter sound for all letters 	<ul style="list-style-type: none"> • Alphabet chart • Letter cards • Alphabet books • Discovery Toys Letter/Sound Tape • Plastic letters • Assessment: DIBELS • Weekly & Unit

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<p>c. Knows the correspondence between phonemes (sounds) and graphemes (letters) that represent these sounds (phonics)</p>	<ul style="list-style-type: none"> • Consonant • Vowel • Beginning/First sound • Ending/Last sound • Blends • Digraphs • Onset/rime • Temporary spelling 	<ul style="list-style-type: none"> • Matches all consonant sounds with the individual letter symbols • Matches some vowel sounds with the individual letter symbols • Matches combination of speech sounds (e.g. blends like pl, tr) with letter combinations • Matches some consonant sounds with the most common combinations of two-letter symbols (digraphs: sh, ch, th, wh) • Identifies, isolates, and separates the sounds of single-syllable words (the onset and rime) • Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence 	<ul style="list-style-type: none"> • Plastic letters • Whiteboards and dry erase markers • Letter cards • Elkonin Boxes • Journals • Assessment: DIBELS • Weekly & Unit
<p>d. Converts written words to spoken words (reads words)</p>	<ul style="list-style-type: none"> • Word families • Stretch • Blend 	<ul style="list-style-type: none"> • Uses knowledge of letter sounds to figure out simple, regularly spelled single-syllable words • Reads simple texts containing letter-sound correspondences • Reads and recognizes by sight a minimum of 20 high-frequency words • Recognizes word families • Reads and scans words from left to right 	<ul style="list-style-type: none"> • Guided Reading books • High-frequency word lists • Word Walls • Plastic/magnetic letters • <i>Guided Reading</i> by Fountas and Pinnell • Assessment : DIBELS • Running Records

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Writing Power Standard: Students will be able to use the writing process and apply a working knowledge of the English language to write for a variety of purposes.

Writing Power Benchmark 1: Uses the writing process

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses a variety of methods to communicate and make meaning (drawings, letter strings, scribbles, letter approximations and other graphic representations)	<ul style="list-style-type: none"> • Gestures • Drawings • Dictates • Temporary Spelling 	<ul style="list-style-type: none"> • Uses gestures, drawings, scribbles and/or intonations that support meaning • Conveys ideas using letter strings and approximations • Dictates a sentence about a picture • Says words slowly and records letters for sounds in words 	<ul style="list-style-type: none"> • Journals • Whiteboards • Chart paper • Reading Specialist <p>Assessment: LAPBA (Writing)</p>

Writing Power Benchmark 2: Varies writing according to purpose

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses letters and phonetically spelled words to convey meaning in writing	<ul style="list-style-type: none"> • Label • Scaffolded • Interactive • Narrative 	<ul style="list-style-type: none"> • Uses writing to name or label objects and places • Represents words with beginning or ending consonant • Uses scaffolded writing • Uses interactive writing. • Writes a story that may be only a single event • Uses words from their own conversations and/ or words from books 	<ul style="list-style-type: none"> • Journals • Whiteboards • Reading Specialist • Writing Guide <p>Assessment: LAPBA (Writing)</p>

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b. Rereads own writing	<ul style="list-style-type: none"> • Reread • Match 	<ul style="list-style-type: none"> • Rereads their own text, with a 1:1 match • Pauses in the middle of writing to reread what they have written (tracking) 	<ul style="list-style-type: none"> • Journals • Whiteboards • Assessment: LAPBA (Writing)
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Writing Power Benchmark 3: Applies language conventions in writing

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses conventions of print	<ul style="list-style-type: none"> • Begin/First • End/Last • Left/ right • Top/ bottom • Spacing 	<ul style="list-style-type: none"> • Demonstrates directionality • Leaves spacing between words 	<ul style="list-style-type: none"> • Whiteboards • Journals • Assessment: Weekly & Unit
b. Uses capitalization and punctuation	<ul style="list-style-type: none"> • Uppercase/ Capital • Lowercase • Punctuation 	<ul style="list-style-type: none"> • Starts sentence with capital letter • Ends sentence with punctuation mark 	<ul style="list-style-type: none"> • Whiteboards • Journals • Assessment: Weekly & Unit

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Communication Power Standard: Students will be able to use speaking, writing, listening strategies and technological tools to support self-directed learning, and to share/receive information to work with diverse groups in a variety of situations.

Communication Power Benchmark 1: Communicates effectively using speaking, listening, and technology skills

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses speaking skills to communicate effectively	<ul style="list-style-type: none"> • Eye contact • Polite • Respect • Positive feedback • How • Why • When • Where • What • Share 	<ul style="list-style-type: none"> • Knows the difference between a question and a statement • Asks questions using how, why, when, where or what terms • Uses language politely and respectfully to communicate feelings, thoughts, wants and needs • Takes turns • Shares ideas or finished products with others 	<ul style="list-style-type: none"> • Video camera • Tape recorder • Speech Pathologist • Community Circle • Social Studies Curriculum Guide (CBBC) • Assessment using Speaking Rubric
b. Uses listening skills to communicate effectively	<ul style="list-style-type: none"> • Active listening • Body basics 	<ul style="list-style-type: none"> • Looks at speaker • Uses body basics (legs crossed, hands to self) • Follows oral directions • Takes turns 	<ul style="list-style-type: none"> • Community Circle • Social Studies Curriculum Guide (CBBC) • Assessment using Listening Rubric
c. Uses technology skills to communicate	<ul style="list-style-type: none"> • Polite • Respect 	<ul style="list-style-type: none"> • Communicates orally using a tape recorder • Communicates orally and visually when video- 	<ul style="list-style-type: none"> • Speaking Rubric • Tape recorder

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effectively	<ul style="list-style-type: none"> • Video camera • Tape recorder • Mouse • Return key 	<p>taped for a group or individual presentation</p> <ul style="list-style-type: none"> • Uses return key on computer appropriately • Moves and clicks mouse appropriately 	<ul style="list-style-type: none"> • Video camera • Teacher Librarian
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