

KinderCorner

Alignment to
The Common Core State Standards Initiative

College and Career Readiness Anchor Standards and
English Language Arts Standards for Reading

**Section I: Alignment to the College and Career Readiness
Anchor Standards for Reading**

Kindergarten

Key Ideas and Details

Anchor Standard 1: 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.

The KinderCorner curriculum is a comprehensive language and literacy based curriculum which consists of 16 two week themed units that provides daily opportunities for students to demonstrate comprehension of narrative and expository texts. Teachers engage students in interactive reading of texts using background information and personal experiences to help students comprehend, draw conclusions, and make predictions about these texts.

Mid-year, KinderCorner introduces simple, phonetically regular stories that students read with support. Each of these stories provides students with the opportunity to use background information to assist comprehension while they read, make predictions, and answer questions during story discussion. At the end of each story students engage in story-related writing that allows them to demonstrate their comprehension of the story. As the students are able to write more complex answers, more open-ended questions provide opportunity for them to cite textual evidence in their responses.

Daily components that implement these skills include:

- **Spotlight On**—Students discuss the daily focus for the unit, frequently using expository texts to initiate understanding and exploration of the theme-related concepts for the unit and the day.
- **Story Tree**—Students engage in interactive story reading with questioning in Before Reading, While Reading, and After Reading subcomponents in which students use the cooperative learning strategy Think-Pair-Share to discuss answers to story-related questions that focus on comprehension, drawing conclusions, making predictions, making evaluations, and making comparisons to their own experiences.
- **Writing Lab**—Students have a daily opportunity to engage in writing activities based on information from theme-related texts. The prompts in and teacher facilitation of this lab engage students in writing experiences that allow them to demonstrate their understanding of information and concepts presented in both literature and expository texts. Students have access to the texts read during Spotlight On and Story Tree in this lab to use as references when writing.
- **Write Away**—This daily writing activity engages all students in journal writing. The prompts for this writing often connect to theme-related concepts with a focus on comprehension as well as opinions on a subject.
- **Stepping Stones**—This daily component targets beginning reading skills. In the first seven units, students focus on learning letter sounds and reading simple phonetically regular words. In Unit 8 the curriculum introduces KinderRoots Shared Stories. These stories target students' ability to read easily decodable words and demonstrate comprehension and story-related writing.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Through intentional questioning provided in the KinderCorner Theme Guides for each expository text, students learn to determine central ideas of a text. The Spotlight On component uses expository texts from which students learn to determine central ideas to initiate understanding and exploration of the theme-related concepts for the unit and the day.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

During the daily Story Tree component of KinderCorner, students engage in interactive story reading with questioning in Before Reading, During Reading, and After Reading subcomponents in which they learn to analyze development and interaction of individuals, events, and ideas over the course of a text.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

The KinderCorner curriculum targets vocabulary development throughout all daily components. Interactive reading of a variety of texts engages students in defining new vocabulary, recognizing figurative language, and understanding subtleties expressed in story development. Teacher facilitation of the Learning Labs engages students in conversation that allows them opportunities to demonstrate comprehension of words and phrases introduced in stories and texts.

Anchor Standard 5: 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.

KinderCorner targets text structure through the interactive reading of texts in Spotlight On and Story Tree.

- During Spotlight On the use of expository texts develops the students' understanding of informational texts, as chapters, sections, and text features are highlighted during interactive reading.
- During Story Tree the use of a wide variety of genres of literature develop students' understanding of conventions of print and a sense of story structure.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Careful, intentional questioning in the Before Reading, During Reading, and After Reading subcomponents of Story Tree engage students in learning to determine characters' point of view.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

KinderCorner encourages students to utilize all aspects of a story or text, in addition to the use of supporting media to aid in comprehension.

- The interactive reading of expository texts in the Spotlight On component focuses on questioning that aids students in comprehending the content of the text as well as guiding them in analysis of text features in their comprehension of the text.
- The interactive reading of narrative stories in Story Tree focuses on questioning and discussion of illustrations in order to aid their comprehension of the text.
- In Stepping Stones Word Play videos illustrate vocabulary from the KinderRoots Shared Stories providing background for students to aid in story comprehension. The *Sound and the Furry* videos consist of puppet skits that demonstrate the process of blending sounds to read words. Additional videos are incorporated throughout the Stepping Stones component to enhance vocabulary and provide models of correct pronunciation and processes in learning to read.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The KinderCorner curriculum guides students in analysis of texts of similar themes and comparisons of stories using carefully thought out questions as they begin to learn these processes.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

The KinderCorner curriculum is a language and literacy based program designed to engage students in active participation in the beginning stages of the reading process that leads to independent reading within a comprehensive full day kindergarten program.

**Section II: Alignment to English Language Arts Standards for
Reading: Literature**

Kindergarten
Key Ideas and Details
Anchor Standard 1: 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.
With prompting and support, ask and answer questions about key details in a text.
The daily Story Tree component of KinderCorner engages students in answering questions about key ideas in a text. Each Theme Guide provides intentional questioning for teachers that support this standard. All units
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
With prompting and support, retell familiar stories, including key details
Regularly after Story Tree and in the Library Lab students engage in retelling stories using the book, sequencing cards, or other prompts as a guide. Most units (e.g., Unit 3 Day 3 Library Lab)
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
With prompting and support, identify characters, settings, and major events in a story
In the interactive reading in the daily Story Tree component students learn to identify characters, setting, and major events. All units (e.g., Unit 6 Day 2)
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Ask and answer questions about unknown words in a text.
In the daily Story Tree component of KinderCorner students engage in discussion of new vocabulary through the use of Think Alouds and Buddy Buzz. All units (e.g., Unit 2 Days 2& 8)
Anchor Standard 5: 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.
Recognize common types of texts (e.g., storybooks, poems).
KinderCorner curriculum provides stories of a wide range of genres. Students learn to recognize various types of common texts during the Spotlight On and Story Tree components. (e.g., Unit 3 Story Tree Day 3, Unit 4 Head to Toe Spotlight On Day 1)
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Before reading a story in Story Tree or Spotlight On the students learn the name of the author and illustrator and each of their roles. All units (e.g., Unit 2 Day 4)
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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).
The daily Story Tree component engages students in discussion about illustrations so students learn to make the connections between the story and illustrations. All units (e.g., Unit 3 Day 1, Unit 2 Day 6)
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
The Story Tree component of KinderCorner provides a wide range of stories for students to compare and contrast characters' adventures and experiences. Students compare characters between stories by the same author as well as to other stories about the same concepts. (e.g., Unit 3 Day 4 Spotlight On)
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
Actively engage in group reading activities with purpose and understanding.
In KinderCorner students engage in group reading activities daily during the Story Tree component. The intentional questions in the Before Reading, While Reading, and After reading subcomponents assure that students are actively involved by setting listening objectives and engaging students in conversation with partners for understanding. All units (e. g., Unit 2 Day 8)

**Section III: Alignment to English Language Arts Standards for
Reading: Informational Text**

Kindergarten
Key Ideas and Details
Anchor Standard 1: 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.
With prompting and support, ask and answer questions about key details in a text.
In the Spotlight On component of KinderCorner students engage in answering questions about key ideas in a text. The Theme Guides for units in which expository texts are used provide intentional questioning for teachers that support this standard. Most units (e.g., Unit 9 Day 1)
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
With prompting and support, identify the main topic and retell key details of a text.
The KinderCorner curriculum provides support in the Theme Guides for questioning that teaches students how to identify the main topic, and details in texts. Most units (e.g., Unit 3 Day 10)
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
In the interactive reading of expository texts in the Spotlight On component students learn to make connections between two individuals, events, ideas, or pieces of information in a text. Many units (e.g., Unit 3 Day 10 Spotlight On, Unit 11 Day 2 Spotlight On)
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
With prompting and support, ask and answer questions about unknown words in a text.
In the Spotlight On component of KinderCorner students engage in discussion of new vocabulary in expository texts through the use of Think Alouds and Buddy Buzz. Many units (e.g., Unit 9 Day 4 Spotlight On)
Anchor Standard 5: 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.
Identify the front cover, back cover, and title page of a book.
In all KinderCorner units students learn to identify front and back covers and title pages in a book. In expository texts that include an index and /or a table of contents students also learn to identify these features.
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Before reading a text in Spotlight On (or other component in which an expository text is used) the students learn the name of the author and illustrator and each of their roles. All units
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats,

including visually and quantitatively, as well as in words.
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
In KinderCorner students learn to describe information in illustrations in expository texts to make connections between illustrations and text. (e.g., Unit 8 Day 4 Story Tree)
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
With prompting and support, identify the reasons an author gives to support points in a text.
In the KinderCorner curriculum students learn to identify the reasons an author gives to support points in a text through interactive discussions of expository texts in the Spotlight On component. Most units
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
The interactive reading of stories and texts include questioning in which students learn to make connections between texts by identifying similarities and differences between books. (e.g., Unit 11 Day 2 Spotlight On/Story Tree)
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
Actively engage in group reading activities with purpose and understanding.
In KinderCorner students engage in group reading of expository texts primarily during the Spotlight On component. The intentional questions in the Before Reading, While Reading, and After reading subcomponents assure that students are actively involved by setting listening objectives and engaging students in conversation with partners for understanding. (e.g., Unit 15 Day 2)

**Section IV: Alignment to English Language Arts Standards for
Reading: Foundational Skills**

Kindergarten

Print Concepts

Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

- Students learn concepts of print daily in several components of KinderCorner including Daily Message, Story Tree, and Stepping Stones. The Stepping Stones lessons on Days 1 and 6 of each unit focus specifically on print concepts.
- In the first six units of the Stepping Stones component of KinderCorner, students learn the sounds of letters through daily use of the alphabet wall frieze, alliterative phrases, and key cards. In Unit 7 they learn letter names as they learn to recite the alphabet chant again using the wall frieze and key cards.

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

- The daily Rhyme Time component of KinderCorner focuses on phonemic awareness. In this component students learn all of these skills.
- The Literacy Lab engages students in games in which they learn to identify targeted sounds in the beginning, middle, and end of words, change beginning and ending sounds in words, add a sound to a word to make a new word, make cvc words, as well as play auditory blending and

segmenting games with words.

- Students learn to substitute sounds in the Stepping Stones component when they play the game quick erase changing one letter at a time to create new words.

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ

- Students learn to isolate and blend sounds, read phonetically regular words, decode use sound spelling, and recognize common high-frequency words in within the daily framework of Stepping Stones.

Fluency

Read emergent-reader texts with purpose and understanding.

- Beginning in Unit 8 of the KinderCorner curriculum, students read phonetically regular stories. The KinderRoots Shared stories allow students to read stories even if they only know a few letter sounds. Each page has a teacher section and student section The teacher section provides context for the story and includes predictive questions. Over four days for each KinderRoots story, the lessons include predictive questions, background questions, guided group reading, partner words and sentences and partner story questions, and Story-related writing.