

# ELA Literature Enduring Skills -- Grade K

**Enduring Skill 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.**

**RL.K.1: With prompting and support, ask and answer questions about key details in a text.**

***Note- How to read the assessment item descriptor:***

**ES 1, Demonstrator 1, RL K.1**

***Example:***

***ES (enduring skill) 1,***

***Demonstrator (Statements that describe success with each standard) 1,***

***RL. K.1 (Reading Literature. Grade 4. Grade specific standard 1)***

***RI. K.1 (Reading Informational. Grade 4. Grade specific standard 1)***

***RF.K.1 (Reading Foundational. Grade 4. Grade specific standard 1)***

## **Demonstrators**

1. Ask and answer questions
2. Identify key details

## **Assessment Items**

## 1. ES 1, Demonstrator 1, RL.1.1

Teacher can choose a story of their choice or read the following paragraphs and then ask: who, what, when, where questions. If using your own story change questions to match your story.

### *Ant and Grasshopper*

*One day a grasshopper hopped along a road and saw an ant. The ant was carrying a big ear of corn.*

*"Hey, stop and talk to me," Grasshopper said.*

*"I am getting food for the winter," Ant said. "You should too."*

*"It is summer. I have food," said Grasshopper.*

*Soon winter came. Grasshopper had no food. Ant and his friends had corn to eat.*

*Grasshopper learned a lesson: it is wise to get ready for the future.*

A. *Who is this story about? an ant and a grasshopper*

B. *What was ant doing at the beginning of the story? getting food (for winter)*

C. *Did grasshopper get food during the summer? no*

©2013 ReadWorks®, Inc. story Ant and Grasshopper

## 2. ES 1, Demonstrator 2, RL.1.1

Use same story or paragraphs from demonstrator 1 to identify key details of the story. (Develop similar question to the following if you choose to read your own story)

What happened at the beginning of the story?

What happened after \_\_\_\_\_ in the story?

What happened at the end of the story?

What is the lesson of this story? (from Ant and Grasshopper: **Get ready for the future**)

What did ant and his friends have in the winter that grasshopper did not have? Suggested  
answer: answers should include food or corn.

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

**RL.K.2: With prompting and support, retell familiar stories, including key details.**

**Demonstrators**

1. Retell story
2. Sequencing events of the story

**Assessment Items**

**1. ES 2, Demonstrator 1, RL.1.2**

Read the story Little Red Hen and ask the following questions.

What happened in the beginning of the story? <u>The Little Red Hen found a seed.</u>
What happened in the middle of the story? <u>No one would help her plant, thrash or grind the wheat.</u>
What happened at the end of the story? <u>She didn't let them eat the bread.</u>

## The Little Red Hen

The little red hen found a seed. It was a little seed. The little red hen found a seed. It was a wheat seed.

The little red hen said, "Who will help me plant the seed?"

The pig said, "Not I." The cat said, "Not I." The dog said, "Not I." The little red hen said, "I will."

The little red hen said, "Who will cut the wheat?"

The pig said, "Not I." The cat said, "Not I." The dog said, "Not I." The little red hen said, "I will then."

And she did.

The little red hen said, "Who will thresh the wheat?"

The pig said, "Not I." The cat said, "Not I." The dog said, "Not I." The little red hen said, "I will then."

And she did.

The little red hen said, "Who will grind the wheat?"

The pig said, "Not I." The cat said, "Not I." The dog said, "Not I." The little red hen said, "I will then."

And she did.

The little red hen said, "Who will make the bread?"

The pig said, "Not I." The cat said, "Not I." The dog said, "Not I." The little red hen said, "I will then."

And she did.

The little red hen said, "Who will eat the bread?"

The pig said, "I will." The cat said, "I will." The dog said, "I will."

The little red hen said, "You shall not eat the bread. I will eat it."

And she did.

The little red hen found a seed. It was a wheat seed.

She said, "Who will plant the wheat?" "Who will cut the wheat?" "Who will thresh the wheat?"

"Who will make the bread?"

The pig said, "I will not." The cat said, "I will not." The dog said, "I will not."

The little red hen said, "Then you shall not eat the bread."

## 2. ES 2, Demonstrator 2, RL 1.2

*With prompting and support tell students to sequence the following cards in order to retell the story.*



**Enduring Skill 3: Analyze how and why individuals, events and ideas develop and interact over the course of a text.**

**RL.K.3: With prompting and support, identify characters, setting, and major events in story.**

### Demonstrators

1. Identify/define:

- Characters
- Setting
- Major events
- Problem and solution

### Assessment Items

#### The Three Little Pigs

Once upon a time there was a mother pig who had three little pigs.

The three little pigs grew so big that their mother said to them, "You are too big to live here any longer. You must go and build houses for yourselves. But take care that the wolf does not catch you."

The three little pigs set off. "We will take care that the wolf does not catch us," they said.

Soon they met a man who was carrying some straw. "Please will you give me some straw?" asked the first little pig. "I want to build a house for myself."

"Yes," said the man and he gave the first little pig some straw.

Then the first little pig built himself a house of straw. He was very pleased with his house. He said, "Now the wolf won't catch me and eat me."

"I shall build a stronger house than yours," said the second little pig.

"I shall build a stronger house than yours, too," said the third little pig.

The second little pig and the third little pig went on along the road. Soon they met a man who was carrying some sticks.

"Please will you give me some sticks?" asked the second little pig. "I want to build a house for myself."

"Yes," said the man and he gave the second little pig some sticks.

Then the second little pig built himself a house of sticks. It was stronger than the house of straw. The second little pig was very pleased with his house. He said, "Now the wolf won't catch me and eat me."

"I shall build a stronger house than yours," said the third little pig.

The third little pig walked on, along the road, by himself. Soon he met a man carrying some bricks.

"Please will you give me some bricks?" asked the third little pig. "I want to build a house for myself."

"Yes," said the man and he gave the third little pig some. The third little pig walked on, along the road, by himself. Soon he met a man carrying some bricks.

"Please will you give me some bricks?" asked the third little pig. "I want to build a house for myself."

"Yes," said the man and he gave the third little pig some bricks. Then the third little pig built himself a house of bricks.

It took him a long time to build it, for it was a very strong house.

The third little pig was very pleased with his house. He said, "Now the wolf won't catch me and eat me."

The next day the wolf came along the road. He came to the house of straw which the first little pig had built.

When the first little pig saw the wolf coming, he ran inside his house and shut the door.

The wolf knocked on the door and said, "Little pig, little pig, let me come in."

"No, no," said the little pig. "By the hair of my chinny chin chin, I will not let you come in."

"Then I'll huff and I'll puff and I'll blow your house in," said the wolf.

So he huffed and he puffed and he huffed and he puffed. The house of straw fell down and the wolf ate up the first little pig.

The next day the wolf walked further along the road. He came to the house of sticks which the second little pig had built.

When the second little pig saw the wolf coming, he ran inside his house and shut the door.

The wolf knocked on the door and said, "Little pig, little pig, let me come in."

"No, no," said the little pig. "By the hair of my chinny chin chin, I will not let you come in."

"Then I'll huff and I'll puff and I'll blow your house in," said the wolf.

So he huffed and he puffed and he huffed and he puffed. The house of sticks fell down and the wolf ate up the second little pig.

The next day the wolf walked further along the road. He came to the house of bricks which the third little pig had built.

When the third little pig saw the wolf coming, he ran inside his house and shut the door.

The wolf knocked on the door and said, "Little pig, little pig, let me come in."

"No, no," said the little pig. "By the hair of my chinny chin chin, I will not let you come in."

"Then I'll huff and I'll puff and I'll blow your house in," said the wolf.

So he huffed and he puffed and he huffed and he puffed. But the house of bricks did not fall down

The wolf was very angry, but he pretended not to be. He thought, "This is a clever little pig. If I want to catch him I must pretend to be his friend."

So the wolf said, "Little pig, if you will be ready at six o'clock in the morning, I will take you to Farmer Smith's field. We shall find some nice turnips for dinner."

Very well," said the little pig. But the third little pig was a clever little pig. He knew that the wolf just wanted to eat him.

So the next morning the third little pig set off for Farmer Smith's field at five o'clock. He filled his basket with turnips. Then he hurried home before it was six o'clock.

At six o'clock the wolf knocked on the little pig's door. "Are you ready, little pig?" he said.

"Oh! I have been to Farmer Smith's field," said the little pig. "I filled my basket with turnips and they are now cooking for my dinner."

The wolf was very angry, but he pretended not to be.

Then the wolf said, "If you will be ready at five o'clock in the morning, I will take you to Farmer Brown's apple tree. We will pick some red apples."

"Very well," said the little pig.

Next morning, the little pig set off at four o'clock. He found the apple tree. He was up in the tree, picking apples, when the wolf came along. The little pig was very frightened, but he pretended not to be. He said, "These are fine apples, Mr. Wolf. I'll throw you one."

He threw down an apple, but it rolled away down the road. The wolf ran after it.

Then the little pig jumped down from the tree. He ran all the way home and shut his door quickly.

The wolf was very angry, but he still pretended not to be.

He went to the little pig's house and knocked on the door. "Little pig," he said, "if you will be ready at four o'clock this afternoon, I will take you to the fair. We will have some fun on the swings and roundabouts."

"Very well," said the little pig.

At two o'clock the little pig set off for the fair. He had great fun, riding on the swings and roundabouts.

Then he bought himself a butter churn. It looked like a big barrel.

As little pig was going home he saw the wolf coming up the hill. Little pig was very frightened, so he jumped inside his butter churn.

The butter churn began to roll over and over, down the hill. It rolled faster and faster. It knocked the wolf down.

The wolf did not know what had knocked him down. He was so frightened that he ran away as quickly as he could.

Little pig jumped out of his butter churn and carried it home.

The next day the wolf came and knocked on the little pig's door.

He said, "Little pig, I did not go to the fair yesterday. A great, big thing came rolling down the hill and knocked me over."

"Ha-ha!" said the little pig. "That was me, inside my butter churn!" When the wolf heard this he was very, very, very angry indeed.

He said, "Little pig, I am going to eat you up. I am going to climb down your chimney to get you."

The little pig was very frightened, but he said nothing. He put a big pot of water on the fire, to boil.

The wolf climbed on the roof. Then he began to come down the chimney.

The little pig took off the lid from the pot. Into the pot fell the wolf, with a big splash! And that was the end of the wolf.

The third little pig was too clever for him.

### 1. ES 3, Demonstrator 1, RL 1.3

Read the following passage to the class and then have the students answer the questions individually. You can use the following link to read the story from internet to view illustrations.

<http://homepages.uni-paderborn.de/odenbach/wwwmath/pigs/pig25.html>

#### Checklist- Yes/No

	Yes	No
A. What is a character?		
B. Who is one character in this story?		
C. What does setting mean?		
D. What is the setting in this story?		
E. What is the problem in this story?		
F. How was the problem solved?		
G. Are the characters alike? If not how are they different?		

**Enduring Skill 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzes how specific words choices shapes and meaning or tone.**

***RL.K.4: Ask and answer questions about unknown words in a text.***

**Demonstrators**

1. Ask questions about unknown words in a text.

**Assessment Items**

Freddy the Earthworm

Freddy lives underground. He is a wiggly worm that helps plants?

Freddy digs tunnels in the soil. The tunnels help bring air and water into the soil. That keeps the soil wet and healthy.

Freddy eats soil and leaves as he makes tunnels. He leaves his droppings in the soil. Those droppings help the soil stay healthy. Plants grow well in healthy soil.

**1. ES 4, Demonstrator 1, RL 1.4**

Read *Freddy the Earthworm* (or excerpt from other nonfiction picture book containing an unfamiliar word).

	Yes	No
A. What does the word (soil) mean?		
B. Point to the (soil) in the picture.		
C. What does the word (tunnel) mean?		
D. Point to the (tunnel) in the picture.		





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**Enduring Skill 5: Analyze the structure of texts including how specific sentences, paragraphs and larger portions of the text (e.g. a sections, chapter, scene or stanza) relate to each other and the whole.**

**RL.K.5: Recognize common types of texts such as storybooks and poems.**

**Demonstrators**

1. Recognize common genres (fiction, nonfiction, or poem).

**Assessment Items**

**1. ES 5, Demonstrator 1, RL.1.5**

Place a fiction book, nonfiction book, and poem on table and prompt the child to point to the following:

Point to the:	Yes	No
Fiction Story		
Poem		
Nonfiction Book		

## Enduring Skill 6: Assess how point of view or purpose shapes the content and style of a text.

**RL.K.6: With prompting and support name the author and illustrator of a story and define the role of each in the story.**

### Demonstrators

1. Identify and tell what the author and illustrator does.

### Assessment Items

#### 1. ES 6, Demonstrator 1, RL.1.6

Identifies the role of a text's author and illustrator.

	Yes	No
What does an author do?		
What does an illustrator do?		
Who draws the picture?		
Who writes the words?		

## Enduring Skill 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.**

### Demonstrators

1. Know illustrations help you understand more about the story.
2. What can you learn by looking at the pictures?

### Assessment Items

#### 1. ES 7, Demonstrator 1, RL 1.7

Which picture best matches the sentence below? Why?



The cat is on the bed.

2. ES 7, Demonstrator 2, RL.1.7

Look at the picture and tell what is happening in the story.



# Enduring Skill 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.

## RL.K.9: With prompting and support compare and contrast the adventures and experiences of characters in stories.

### Demonstrators

1. Identify similarities and differences experiences of characters in a story.
2. Know adventures are a series of events that make up a story.

### Assessment Items

#### 1. ES 9, Demonstrator 1, RL.1.9

Place “Three Little Pigs” and “The Three Bears” on table.

	Sample answers	Yes	no
A. What is the same about these two stories?	3 main characters, animals, conflict, solution, bad guy		
B. What is different about these two stories?	Character traits, setting, events of story		

#### 2. ES. 9, Demonstrator 2, RL.1.9

Read “Three Little Pigs” to class and ask students individually the following questions?

	Sample answers	Yes	No
A. What adventures did the little pigs have in this story?	Building homes, encounter the wolf, choose materials for their home (depends on the story you read and accept answers that are similar)		
B. Did the same adventure happen to the wolf in the story? If answered no, tell what adventure the wolf experienced.	No, he wanted to eat the pigs, he was the bad guy, he blew the houses down, (depends on the story you read and accept answers that are similar)		

**Enduring Skill 10: Read and comprehend complex literary and informational text independently and proficiently.**

**RL.K.10: Actively engages in group reading activities with purpose and understanding.** (Observation throughout year)

**Demonstrators**

1. Working with others in a group
2. Listening intently

**Assessment Items**

**1. ES 10, Demonstrator 1, RL.1.10**

During small groups the teacher will observe.

	Yes	No
During observation in groups does the student work with others in group?		
Do the student actively listen to their peers and take turns?		

**2. ES 10, Demonstrator 2, RL.1.10**

During small groups the teacher will observe.

	Yes	No
While the teacher or peers are reading does the student listen intently?		
Does the student ask or answer questions about the story that was read?		

**ELA Informational Enduring Skills -- Grade K**

**Enduring Skill 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.**

**RI.K.1: With prompting and support, ask and answer questions about key details in a text.**

## Demonstrators

1. Ask and answer questions
2. Identify key details

## Assessment Items

### 1. ES 1, Demonstrator 1, RI.1.1

Teacher can choose an informational (nonfiction) story of their choice or read the following paragraphs and then ask: who, what, when, where questions. If using your own story change questions to match your story.

*All About Hawaii*  
By Rachelle Kreisman

*Hawaii is a state of the United States. It is in the Pacific Ocean, Hawaii is made up of islands. An island is land surrounded by water. Hawaii has eight main islands.*

*Many people live in Hawaii. They speak English. Some also speak Hawaiian. Aloha is Hawaiian word. It has many meanings. It can mean "hello." It can mean "good-bye." It can also mean "love."*

*Hawaii is warm all year long. Millions of people visit Hawaii each year.*

	Sample Answers
A. Who is this story about?	Hawaii
B. What kind of land is Hawaii?	Island
C. What languages are spoken in Hawaii?	English and Hawaiian

©2013 ReadWorks®, Inc. story All About Hawaii

### 2. ES 1, Demonstrator 2, RI,1.1

Use same story or paragraphs from demonstrator 1 to identify key details of the story. (Develop similar question to the following if you choose to read your own story)

	Sample Answers
A. Hawaii is the state from what country?	United States
B. What Hawaiian word can mean "hello" "good-bye" and "love"?	Aloha
C. How many islands does Hawaii have?	8

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

**RI.K.2: With prompting and support, identify the main topic and retell key details of text.**

**Demonstrators**

1. Identify the main topic.
2. Know how to retell info using key details.

**A Community of People**

What is a community? It is a group of people. They live near one another. They work and play near one another too. The place they live in can be a city or a town. People work in a community. They can help one another.

People have different jobs. There are teachers and firefighters. Some people are police officers. Some people are doctors. Some people deliver mail. Some people work in stores.

Kids have jobs too. They go to school to learn. What do you like about your community?

**Assessment Items**

**1. ES 2, Demonstrator 1, RI 1.2**

Read the story "The Community of People" and ask the following questions.

	<b>Sample Answers</b>
A. What was this story about?	Communities
B. Where can communities be?	City or Town
C. What do grown-ups in a community do to help one another?	They work, have jobs.

**2. ES 2, Demonstrator 2, RI 1.2**

With prompting and support ask the following questions.

	Sample Answers
What is a community?	Group of people that live near and work with one another.
Give me details of someone that may work in your community and explain what they do?	Accept any community job that the student gives with details.

## Enduring Skill 3: Analyze how and why individuals, events and ideas develop and interact over the course of a text.

### RI.K.3: With prompting and support, describe the connections between two individuals, events, ideas, or pieces of info.

#### Demonstrators.

1. With prompting, describe main ideas in a text.
2. With support, connect individuals and events.

#### Assessment Items

Read the story and answer the following questions.

A Frog's Life Cycle  
By Rachelle Kreisman

Baby frogs are called tadpoles. As tadpoles grow, they change shape. They turn into frogs. A mother frog lays eggs in, or near, water. Inside each egg, a tadpole grows. Then the tadpole hatches. It has a long tail. The tadpole swims like a fish. It uses gills to breathe underwater. Next, the tadpole grows legs and toes. Its gills and tail get smaller. The tadpole grows lungs. Now the tadpole is a froglet. The froglet's tail gets shorter. Soon, its tail is gone. It can leave the water. It can breathe using lungs. The froglet is now a frog.

<http://www.readworks.org/passages/frogs-life-cvcle>

#### 1. ES 3, Demonstrator 1, RI 1.3

Read the story "A Frog's Life Cycle" and ask the following questions.

	Sample Answers
A. What do frogs have that allow them to breath out of water?	They have lungs
B. Can you tell what happened after the egg hatches in the life cycle of the frog?	The tadpole grows and swims like a fish.

#### 2. ES 3 Demonstrator 2, RI 1.3



Read the story “A Frog’s Life Cycle” and ask the following questions.

	Sample Answers
A. Tell me about the frog and the tadpole and how they relate.	Accept any reasonable answer from the text.

**Enduring Skill 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzes how specific words choices shapes and meaning or tone.**

**RI.K.4: With prompting and support, ask and answer questions about unknown words in text.**

**Demonstrators**

1. Ask questions about unknown words in a text.

**Assessment Items**

Earthworms Do Good Work
Earthworms live underground. Do you know how wiggly worms help plants?
Earthworms dig tunnels in the dirt. The tunnels help bring air and water into the dirt. That keeps the dirt wet and healthy.
Earthworms eat dirt and leaves as they make tunnels. They leave their droppings in the dirt. Those droppings help the dirt stay healthy. Plants grow well in healthy dirt.
Some people buy earthworms to put in their gardens. Those people want to keep the dirt healthy!

**1. ES 4, Demonstrator 1, RI 1.4**

Read “Earthworms Do Good Work” (or excerpt from other nonfiction picture book containing an unfamiliar word).

	Yes	No
A. What does the word (soil) mean?		
B. Point to the (soil) in the picture.		
C. What does the word (tunnel) mean?		
D. Point to the (tunnel) in the picture.		



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**Enduring Skill 5: Analyze the structure of texts including how specific sentences, paragraphs and larger portions of the text (e.g. a sections, chapter, scene or stanza) relate to each other and the whole.**

**RI.K.5: Identify the front cover, back cover and title page of a book.**

**Demonstrators**

1. Identify:

- Front cover
- Back cover
- Title page

**Assessment Items**

1. ES 5, Demonstrator 1, 1.5

Place a book in front of the student and ask the following questions.

Point to the:	Yes	No
Front cover		
Back cover		
Title page		

**Enduring Skill 6: Assess how point of view or purpose shapes the content and style of a text.**

# RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

## Demonstrators

1. Identify and tell what the author and illustrator does.

## Assessment Items

### 1. ES 6, Demonstrator 1, RI 1.6

Identifies the role of a text's author and illustrator.

	Yes	No
What does an author do?		
What does an illustrator do?		
Who draws the picture?		
Who writes the words?		

## Enduring Skill 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

# RI.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.

## Demonstrators

1. Know illustrations help you understand more about the story.
2. What can you learn by looking at the pictures?

## Assessment Items

### 1. ES 7, Demonstrator 1, RI 1.7

Which picture best matches the sentence below? Why?



The cat is on the bed.

## 2. ES 7, Demonstrator 2, RI 1.7

Look at the picture and tell what is happening in the story.



**Enduring Skill 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.**

**RI.K.8: With prompting and support identify the reasons the author gives to support points in a text.**

### Demonstrators

1. Know that an author writes to share what he/she think in a story.
2. Know that authors use details to make a point.

## Assessment Items

### It Is Apple Season



#### Spring

Spring is the season when most apple trees start to bloom. A blooming apple tree grows flowers. In the spring, the weather gets warmer. Soon apples will grow in the places where the flowers are.

#### Winter

Winter is the season when most apple trees rest. In the winter, the weather is coldest. Apple trees have lost their leaves. The branches stay bare until the next spring.

#### Summer

Summer is the season when apples grow bigger. In the summer, the weather is warmest. The new apples are light green. They are not ready to be picked yet. It takes all summer for an apple to fully grow.



#### Fall

## 1. ES 8, Demonstrator 1, RI 1.8

Read and show the students the story "It is Apple Season" then ask the following questions.

	Sample Answers
Why did the author write the story?	To tell us about apples
Why did the author use pictures of the apple trees during spring and fall?	To help us see or understand the growth of an apple at different times of the year.

## 2. ES 8, Demonstrator 2, RI 1.8

Know that authors use details to make a point.

	Sample Answers
Why did the author use pictures of the apple trees during spring and fall?	To help us see or understand the growth of an apple at different times of the year.

**Enduring Skill 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.**

**RI.K.9: With prompting and support identify basic similarities in the differences between two texts on the same topic.**

**Demonstrators**

1. State what the text is about.
2. Identify the difference between the two texts

**Assessment Items**

**Ocean Animal Discovery**

More animals live in cold waters near the South Pole than people once thought. Scientists recently found more than 1,000 types of ocean animals around a group of Antarctic islands! Until now, most people believed cold waters didn't contain as much life as warmer waters.

British Antarctic Survey A diver studies ocean animals near the cold South Pole.

How did scientists make the discovery? They wore scuba gear and dived into the freezing waters. They also used nets to catch marine animals nearly a mile down in the water. "This is the first time scientists have managed to make a list of all the animal types living at a place near the South Pole," says Scientist David Barnes.

## What's in the Oceans? Amazing Ocean Animals

What's in the Oceans? Amazing Ocean Animals

### Green Sea Turtle

A sea turtle has a hard shell on its back. It has flippers to help it swim. A sea turtle can't pull its head into its shell the way a land turtle can. A sea turtle eats only plants.

### Purple Sea Urchin

The purple sea urchin has spiny, hard skin. It lives on the rocky seafloor. Purple sea urchins eat anything they can find at the bottom of the ocean.

### Starfish

A starfish has spiny skin. It usually has five rays, or arms. Some have more (see picture). On the bottom of each arm, the starfish has tube feet. The tube feet help it stick to rocks. A starfish has an eyespot at the end of each arm.

### Sea Horse

A sea horse has bony plates all over its body. It lives in seaweed beds and warm water. A sea horse swims slowly with small fins. It eats small fish and plants.

### Clownfish

A clownfish has scales on its body. This fish sleeps in the branches of a poisonous plant. The plant helps protect the fish at night. The clownfish eats small plants.

## 1. ES 9, Demonstrator 1, RI.K.9

Read the texts above "Ocean Animal Discovery" and "What's in the Ocean? Amazing Ocean Animals" and answer the following question.

	Sample Answers
A. What were the two stories about?	Oceans and animals that live in the ocean. (Accept similar answers)

## 2. ES 9, Demonstrator 2, RI.K.9

Read the texts above "Ocean Animal Discovery" and "What's in the Ocean? Amazing Ocean Animals" and answer the following question.

	Sample Answers
A. What is different about these two stories?	One tells about the animals in the ocean and the other explains details about the ocean.

# Enduring Skill 10: Read and comprehend complex literary and informational text independently and proficiently.

## RI.K.10: Actively engages in group reading activities with purpose and understanding. (Observation throughout year)

### Demonstrators

1. Working with others in a group.
2. Listening intently

### Assessment Items

#### 1. ES 10, Demonstrator 1, RI.K.10

During small groups the teacher will observe.

	Yes	No
During observation in groups does the student work with others in group?		
Do the student actively listen to their peers and take turns?		

#### 2. ES 10, Demonstrator 2, RI.K.10

During small groups the teacher will observe.

	Yes	No
While the teacher or peers are reading does the student listen intently?		
Does the student ask or answer questions about the story that was read?		

## ELA Foundational Skills -- Grade K

Enduring Skill 1: Anchor standards do not exist for RF standards.

RF.K.1: Demonstrate understanding of the organization and basic features of print.

RF.K.1a: Follow words from left to right, top to bottom, and page by page.



## Demonstrators

1. Follow print from left-right, and top to bottom.
2. Track print across several pages

## Assessment Items

### 1. ES 1a, Demonstrator 1 & 2, RF.K.1a

Teacher can choose a decodable story of their choice and place it in front of the child and ask the following questions.

Teacher asks...	Yes/No
Show me where to begin reading.	
Point to the words as I read.	
Point to the word I would read next (point to a word that ends at a line so the student will point to the first word on the next line.)	
Where do I go from here? (after reading entire page) (Student should turn to the next page)	

**Enduring Skill 1: Anchor standards do not exist for RF standards.**

**RF.K.1: Demonstrate understanding of the organization and basic features of print.**

***RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.***

## Demonstrators

1. Distinguish words from letters.
2. Recognize the relationship between letters and sounds.

## Assessment Items

### 1. ES 1b, Demonstrator 1, RF.K.1b

Show the following table and ask the student to identify which are letters and which are words.

z	cat	you	m	like
---	-----	-----	---	------

2. ES 1b, Demonstrator 2, RF.K.1b

Show students the following tables and ask them to give the sound that each letter makes.

Mm	Ss	Rr	Tt	Bb	Cc
Aa	Nn	Dd	Gg	Ff	Ii
Ll	Hh	Pp	Kk	Oo	Ww
Xx	Vv	Jj	Ee	Yy	Zz
Qq	Uu				

**Enduring Skill 1: Anchor standards do not exist for RF standards.**

**RF.K.1: Demonstrate understanding of the organization and basic features of print.**

***RF.K.1c: Understand that words are separated by spaces in print.***

**Demonstrators**

1. Recognize space and words.

**Assessment Items**

**1 ES 1c, Demonstrator 1, RF.K.1c**

Teacher can choose a printable decodable story of their choice and place it in front of the child and ask the following questions.

Teacher asks...	Yes/No
Show me a word.	
Write me the sentence, "I see the red dog." (Check for correct spacing)	
Draw a circle around every word in a sentence.	
Count the number of words in the sentence.	

## Enduring Skill 1: Anchor standards do not exist for RF standards.

**RF.K.1: Demonstrate understanding of the organization and basic features of print.**

**RF.K.1d: Recognize and name all uppercase and lowercase letters of the alphabet.**

### Demonstrators

1. Name all uppercase (capital) letters.
2. Name all lowercase letters

### Assessment Items

1. ES 1d, Demonstrator 1, RF.K.1d

Teacher says, "Tell me the name of each letter as I point to it."

M	S	R	T	P	C	A	N	D	G	F	I	L
H	B	K	O	W	X	V	J	E	Y	Z	Q	U

2. ES 1d, Demonstrator 2, RF.K.1d

Teacher says, "Tell me the name of each letter as I point to it."

m	s	r	T	p	c	a	n	d	g	f	i	l
h	b	k	O	w	x	v	j	e	y	z	q	u

**Enduring Skill 2: Anchor standards do not exist for RF standards.**

**RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)**

**RF.K.2a: Recognize and reproduce rhyming words.**

**Demonstrators**

1. Identify rhyming words.
2. Make new rhymes

**Assessment Items**

**1. ES 2a, Demonstrator 1, RF.K.2a**

Teacher will read some words to the students. Students will tell the teacher if the words rhyme or not.

Rhyming pairs	Yes	No
Cat/hat		
Pig/bed		
Sun/fun		
Dog/duck		

**2. ES 2a, Demonstrator 2, RF.K.2a**

The teacher will ask the students to tell him/her a word that rhymes with...

Rhyming words	Student Response
bat	
pin	
sip	
cut	

**Enduring Skill 2: Anchor standards do not exist for RF standards.**

**RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)**

**RF.K.2b: Count, pronounce, blend, and segment syllables in spoken words**

**Demonstrators**

1. Count the number of syllables in each word
2. Blend parts together to make a word.

**Assessment Items**

1. ES 2b, Demonstrator 1, RF.K.2b

Teacher will ask the students to clap out the syllables in these words. Tell me how many syllables are in each word.

Words	How many?
Popcorn	
Juice	
Cucumber	

Cupcake	
---------	--

**2. ES 2b, Demonstrator 2, RF.K.2b**

Teacher will ask the students to blend these parts together to make a word

Words	Yes/No
ba-na-na	
to-ma-to	
do-nut	
com-pu-ter	

**Enduring Skill 2: Anchor standards do not exist for RF standards.**

**RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)**

**RF.K.2c: Blend and segment onsets and rimes of single syllable spoken words**

**Demonstrators**

- 3. Hearing onsets
- 4. Hearing rimes

**Assessment Items**

**1. ES 2c, Demonstrator 1, RF.K.2c**

Tell me the beginning sound that you hear in these words.

Words	Correct Answer	Yes/No
Cat	/c/	
Map	/m/	
Fit	/f/	
Cup	/c/	

**2. ES 2c, Demonstrator 2, RF.K.2c**

Tell me the ending sound that you hear in these words.

Words	Correct Answer	Yes/No
Cat	/at/	
Map	/ap/	
Fit	/it/	
Cup	/up/	

**Enduring Skill 2: Anchor standards do not exist for RF standards.**

**RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)**

**RF.K.2d: Blend two to three phonemes to recognizable words.**

**Demonstrators**

1. Know that words are made up of sounds that are put together.
2. Blend two or three phonemes to recognize a word.

**Assessment Items**

**1. ES 2d, Demonstrator 1, RF.K.2d**

Listen to the words and tell me the sounds that you hear.

Assessment Items

**2. ES 2d, Demonstrator 2, RF.K.2d**

Listen to the sounds and tell me the word you hear

Teachers Says	Correct Answer	Yes/No
/f/ /o/ /x/	fox	
/t/ /a/ /p/	tap	
/p/ /i/ /g/	pig	
Teacher Says	Correct Answer	Yes/No
Cat	/c/ /a/ /t/	
Fun	/f/ /u/ /n/	
dog	/d/ /o/ /g/	

**Enduring Skill 3: Anchor standards do not exist for RF standards.**

**RF.K.3: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)**

**RF.K.3.a: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVC words ending with /l/ /r/ or /x/)**

**Demonstrators**

1. Hear and pronounce the beginning and ending sound in each 3 phoneme word.
2. Hear and pronounce the short vowel sound in each 3 phoneme word.



**1. ES 2e, Demonstrator 1, RF.K.3.a**

Teacher will say a word. Tell me what sound you hear at the beginning and the end.

Word	Beginning Sound	Ending Sound
Cat		
Fan		
Pig		
Tab		

**2. ES 2e Demonstrator 2, RF.K.3.a**

Teacher will say a word. Tell me which short vowel sound is in the middle of the word?

Word:	Yes/No
Hat	
Bed	
Hit	
Pot	
Cup	

**Enduring Skill 2: Anchor standards do not exist for RF standards.**

**RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)**

**RF.K.2.f: Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words/**

**Demonstrators**

1. Change beginning sound of a word to make a new word.
1. Recognize if adding a new sound makes a new word.

**Assessment Items**

## 1. ES 2, Demonstrator 1, RF.K.2.f

Teacher says, "What word would you have if you took away the \_\_\_\_ and added \_\_\_\_."

Word	Sound change	New Word	Yes/No
Cat	Change /c/ to /t/	rat	
Hut	Change /h/ to /n/	nut	
Tag	Change /t/ to /b/	bag	
Hop	Change /h/ to /t/	top	

## 2. ES 2, Demonstrator 2, RF.K.2.f

Teacher says, "What word would you have if you added \_\_\_\_ to \_\_\_\_?"

Sound added	Word	New Word	Yes/No
/p/	in	pin	
/b/	at	bat	
/f/	it	fit	
/h/	is	his	

**Enduring Skill 3: Anchor standards do not exist for RF standards.**

**RF.K.3: Know and apply grade level phonics and word analysis in decoding words both in isolation and in text.**

### Demonstrators

1. Read common high frequency words by sight.

## Assessment Items

### 1. ES 3, Demonstrator 1, RF.K.3

Teacher gives students a list of sight words from their curriculum and ask them to identify the words.

**Enduring Skill 4: Anchor standards do not exist for RF standards.**

**RF.K.4: Read emergent- reader texts with purpose and understanding.**

## Demonstrators

1. Read a decodable text
2. Comprehend the decodable text that was read.
3. Understand and use concepts of print and book handling skills.

## Assessment Items

### 1. ES 4, Demonstrator 1, 2, and 3, RF.K.4

Teacher gives student a decodable text and asks

Teacher Says:	Yes/No
Read this story to me, and point to the words as you read.	
Who was in the story?	
Name 2 details that happened in the story.	
Teacher observes while student is reading if they have correct book handling skills.	