

Application of the South Carolina College-and-Career Ready Standards

Independent Reading Sample Lesson: Early Meaning Making – Kindergarten

Applications are correlated to indicators for the grade in which the lesson was taught. With some modifications, the same correlations will apply at the other primary grades as well, and others might be added.

Reading - Literary Text (RL)

Key Ideas	Standard	Indicator	Application in the Lesson
Principles of Reading	RL1: Demonstrate understanding of the organization and basic features of print.	1.1. Follow words from left to right, top to bottom, and front to back. 1.2 Recognize that spoken words are represented in written language by specific sequences of letters. 1.3 Understand that words are separated by spaces in print. 1.4 Recognize and name all upper- and lowercase letters of the alphabet.	Students demonstrate understanding of concepts of print when they: <ul style="list-style-type: none"> • Practice all early print concepts as they read self-selected “Just Right” books. • Confer with the teacher about making a 1-1 match, reading left to right, etc.
	RL2: Demonstrate understanding of spoken words, syllables, and sounds.	2.1 Recognize and produce rhyming words. 2.2 Count, pronounce, blend, and segment syllables in spoken words. 2.3 Blend and segment onsets and rimes of single-syllable spoken words. 2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word. 2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	Students demonstrate understanding of spoken words and sounds when they: <ul style="list-style-type: none"> • Practice whisper reading their Just Right books, using the strategies they know. • Confer with the teacher about miscues and new strategies to use as appropriate to their individual reading competencies. • Read aloud during sharing time.
	RL3: Know and apply grade-level phonics and word analysis skills in decoding words.	3.1 Produce one-to-one letter-sound correspondences for each consonant. 3.2 Associate long and short sounds of the five major vowels with their common spellings. 3.3 Read regularly spelled one-syllable words. 3.5 Read common high-frequency words. 3.6 Recognize grade-appropriate irregularly spelled words.	Students apply appropriate phonics/word analysis skills to decode words when they: <ul style="list-style-type: none"> • Practice decoding words in their self-selected texts, each child using the strategies he/she individually has mastered; • Are coached by the teacher during conferring to match known letters and sounds; • Read known high-frequency words in their self-selected texts.

Key Ideas	Standard	Indicator	Application in the Lesson
	RL4: Read with sufficient accuracy and fluency to support comprehension.	4.1 Read emergent-reader texts with purpose and understanding. 4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression. 4.3 Use picture cues to confirm or self-correct word recognition and understanding.	Students read with appropriate fluency and comprehension when they: <ul style="list-style-type: none"> Practice the strategy from the mini-lesson of using pictures to read their Just Right books; Confer with the teacher to use the pictures, cross-check with the first letter of the word, or increase their fluency; Read and reread books they have chosen.
Meaning and Context	RL5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	RL5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about the author and illustrator.	Students determine meaning through strategic thinking when they: <ul style="list-style-type: none"> Are shown how the teacher thinks as she previews the story and uses the pictures to predict meaning ; Use pictures to predict words and meaning in their self-selected Just Right and Look books; Use meaning to monitor their reading.
	RL8. Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	RL8.1 With guidance and support, read or listen closely to: <ol style="list-style-type: none"> describe characters and their actions; compare characters' experiences to those of the reader; identify the cause of an event. 	Students analyze events and ideas in a story when they: <ul style="list-style-type: none"> Relate the events and characters' feelings to their own experiences as they read their self-selected books; Confer with the teacher about the characters in their reading.
Language, Craft, and Structure	RL10. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	RL10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	Students acquire and use general and domain-specific words when they: <ul style="list-style-type: none"> Explore words to describe their ideas as they turn and talk and share; Listen as the teacher rephrases their attempts to describe their ideas into conventional forms.
Range and Complexity	RL13. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	RL13.1 Engage in whole and small group reading with purpose and understanding. RL13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Students read for enjoyment, build stamina, and reflect on and respond to text as they: <ul style="list-style-type: none"> Interact with the story throughout the read-aloud, through turn and talk and sharing; Choose their own books to read during IR; Read their self-selected books, applying the strategies they have been taught in the current and previous mini-lessons; Apply routines to stay engaged and build stamina during IR.

Communication (C)

Key Ideas	Standard	Indicator	Application in the Lesson
Meaning and Context	C1. Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	C1.1 Explore and create meaning through conversation.... C1.2 Practice the skills of taking turns, listening to others, and speaking clearly. C1.3 Practice verbal and nonverbal technique including volume and tone, eye contact, facial expressions, and posture. C1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups. C1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	Students communicate with others to explore ideas and concepts when they: <ul style="list-style-type: none">• Turn and talk throughout the mini- lesson;• Share their thinking during the lesson and in sharing;• Work to speak clearly and organize their thinking as they express it;• Confer with the teacher;• Respond to their peers – What I liked about your reading.