

# TSD Kindergarten Library Standards

## Strand: Reading Literature

Topics	Standard	“I can...statements	Vocabulary
<b>Key Ideas and Details</b>	RL.K.1. With prompting and support, ask and answer questions about key details in a text.	When someone helps me: <ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text.</li> <li>• I can share important information about a text.</li> </ul>	Complete sentences Details
	RL.K.2. With prompting and support, retell familiar stories, including key details.	When someone helps me: <ul style="list-style-type: none"> <li>• I can retell the beginning of the story.</li> <li>• I can retell the middle of the story.</li> <li>• I can retell the end of the story.</li> </ul>	Beginning Middle End Retell
	RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	When someone helps me: <ul style="list-style-type: none"> <li>• I can name the character in a story.</li> <li>• I can name the settings in a story.</li> <li>• I can name the important parts in a story.</li> </ul>	Characters Setting Events
<b>Craft and Structure</b>	RL.K.4. Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>• I can ask questions about words I don't know in a story.</li> <li>• I can answer questions about words I don't know in a story.</li> </ul>	Clarification
	RL.K.5. Recognize common types of texts (e.g. storybooks, poems).	<ul style="list-style-type: none"> <li>• I can tell when words are a poem.</li> <li>• I can tell when words are a story.</li> <li>• I can tell when words are a fairy tale.</li> <li>• I can tell when words are a nursery rhyme.</li> </ul>	Fiction/narrative Nursery rhymes Poetry Fairy tales Fantasy
	RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	When someone helps me: <ul style="list-style-type: none"> <li>• I can name the author and what he/she does in the story.</li> <li>• I can name the illustrator and what he/she does in the story.</li> </ul>	Author Illustrator

<p><b>Integration of Knowledge and Ideas</b></p>	<p>RL.K.7. 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)</p> <p>RL.K.8. (Not applicable to literature)</p> <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can predict what the story will be about by looking at the pictures on the front cover.</li> <li>• I can identify the illustrations.</li> <li>• I can describe how the illustrations help me understand the story.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can identify characters in the story.</li> <li>• I can tell how characters are different.</li> <li>• I can tell how characters are the same.</li> </ul>	<p>Illustration Text Relationship</p> <p>Compare Contrast Same/alike Different</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can listen to a story for a particular reason.</li> <li>• I can talk about what happened in the story.</li> </ul>	<p>Active listening Participate Engaged Fiction/narrative Fairy tales Fantasy Nursery rhyme Poetry</p>

## Strand: Reading Informational Text

Topics	Standard	“I can...statements	Vocabulary
<b>Key Ideas and Details</b>	<p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic, and retell key details.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text.</li> <li>• I can share important information about a text.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can tell what the text is about.</li> <li>• I can tell what I learned from the text..</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can tell how two people are alike/connected.</li> <li>• I can tell how two events are alike/connected.</li> <li>• I can tell how two ideas are alike/connected.</li> <li>• I can tell how two facts are alike/connected.</li> </ul>	<p>Complete sentences Question Details</p> <p>Main idea/topic Details Retell</p> <p>Cause and effect Comparison Connection</p>
<b>Craft and Structure</b>	<p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5. Identify front cover, back cover, and title page of a book.</p> <p>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.</p>	<p>• I can ask questions about words I don't know.</p> <p>• I can use picture clues to help with words I don't know.</p> <p>• I can answer questions my teacher asks me about words I don't know.</p> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can find/point to the front cover of the book.</li> <li>• I can find/point to the back cover of the book.</li> <li>• I can find/point to the title page.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can name the author and what he/she does in the book/text.</li> <li>• I can name the illustrator and what he/she does in the book/text</li> </ul>	<p>Clarification</p> <p>Title page Front cover Back cover</p> <p>Author-text Illustrator picture/illustration Photographer/ photograph</p>

<p><b>Integration of Knowledge and Ideas</b></p>	<p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what moment person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can predict what the story will be about by looking at the pictures.</li> <li>• I can point to the illustrations in the text.</li> <li>• I can describe how the illustrations help me understand the text.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can tell what the author wants me to know.</li> <li>• I can tell how the words the author used helped me understand.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can compare texts and say why they are the same.</li> <li>• I can compare texts and say why they are different.</li> </ul>	<p>Text Illustration/ photograph relationship</p> <p>Reasons Text</p> <p>Compare/contrast Different/alike Similar</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• I can listen to a text and tell what happened.</li> <li>• I can listen to a text for a particular reason</li> </ul>	<p>Reading for meaning Setting a purpose Non-fiction/ informational text</p>
<p><b>Digital Citizenship</b></p>	<p>EALR 1.1.3 Investigation &amp; Thinking Critically</p> <p><a href="#">Sites I Like</a></p>	<p>I can explore and evaluate an informational website for children.</p>	

# Kindergarten

## I Can Library Skills Statements

### I Can:

- Enjoy a book by listening to the reader or looking at the pictures.
- Use both words and pictures to understand a book.
- Know the difference between fiction and nonfiction (information).
- Point to the cover, spine and title on a book.
- Tell you that the author writes the words in a book.
- Tell you that an illustrator draws the pictures in a book.
- Understand that the library has different places for different types of books and materials.
- Use information I know about authors and illustrators to select books that I will enjoy.
- Ask a question about finding a book and choose a book that interests me.
- Find library books with help from a teacher.
- Follow library rules.
- Understand that each book should be in only its spot on the shelf.
- Carefully use library materials:
  - Turn the pages of a book carefully.
  - Keep books safe at home.
  - Return books to the library on time.



- I can look at *World of Animals* on WorldBook online.