

Kindergarten Unit #4: Reading - Making Connections

Content Area: **Reading**
Course(s): **Reading 2, Generic Course**
Time Period: **Marking Period 3**
Length: **6-8 weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.1.C	Understand that words are separated by spaces in print.
LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.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.
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.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.
LA.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).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How do connections (text to self, text to text and text to world) help us comprehend a story?
- How do readers become fluent?
- How do readers incorporate "making connections" strategy to gain a deeper level of understanding of text?
- How does fluency impact learning to read?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Fluency is essential for automaticity.
- Personal connections to a story help readers comprehend the text.
- Previous experiences, knowledge, emotions and understandings affect what and how readers learn.
- Readers develop fluent skills to help with comprehension.

Content

Student will learn to make connections to background knowledge.

Students will make connections to self before reading, during reading and after reading.

Students will make connections between text to self, text to text and text to world.

Students will compare and contrast pieces of information.

Students will compare and contrast events in stories.

Students will compare and contrast individuals in stories.

Students will develop skills to become fluent readers.

Resources

Please add your Resources by clicking on the Lists tab above.

- Alexander and The Horrible, Terrible, No Good Day
- anecdotal notes
- Can You See Eggs?
- classroom leveled library books
- Corduroy
- daily five
- F&P Assessment
- Goodnight Moon
- graphic organizers

- guided reading books
- Little Bear's Visit
- Mentor texts
- Pete The Cat and His Four Groovy Buttons
- Picnic
- Pizza
- read words
- Wake Up Dad
- Where The Wild Things Are
- Wishy Washy Day