

# Reading Grade K Trimester 1

Content Area: **ELA**  
Course(s): **ELA Grade 1**  
Time Period: **MP1**  
Length: **45**  
Status: **Published**

## Rationale and Transfer Goals

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Teaching the foundational literacy standards in kindergarten is essential for developing early reading, writing, and communication skills that are critical for students' long-term academic success. Each standard targets specific aspects of literacy development, ensuring that students build a strong foundation in language arts.

### 1. L.RF.K.1.A-D: Print Concepts and Phonological Awareness

- Rationale: Understanding the basic concepts of print, such as recognizing that print carries meaning and knowing how to follow words on a page, is fundamental for reading. Phonological awareness, including recognizing and manipulating sounds in spoken words, is crucial for decoding and word recognition. Teaching these skills helps students develop the ability to read and write independently.

### 2. L.RF.K.4: Reading Common High-Frequency Words

- Rationale: High-frequency words often cannot be easily sounded out and must be recognized by sight. Learning these words allows students to read more fluently and focus on comprehension rather than decoding every word, which supports smoother reading experiences and a stronger foundation in literacy.

### 3. RL.TS.K.4 & RI.TS.K.4: Understanding Key Ideas and Details

- Rationale: These standards focus on students' ability to ask and answer questions about key details in both literary (RL) and informational (RI) texts. This skill is vital for comprehension, as it encourages students to engage with the text, think critically, and understand the main ideas and important details in what they read.

### 4. SL.PE.K.1.A & SL.PE.K.1.B: Participating in Collaborative Conversations

- Rationale: Speaking and listening are foundational communication skills. These standards emphasize the importance of participating in discussions, listening to others, and expressing thoughts clearly. Early practice in these areas helps students develop the social and communication skills needed for collaborative learning and effective interaction in both academic and social contexts.

### 5. L.VI.K.3.A & L.VI.K.3.C: Vocabulary Acquisition and Use

- Rationale: Expanding vocabulary is key to understanding more complex texts and expressing ideas clearly. These standards focus on acquiring new words and using them appropriately, including understanding antonyms and applying words in context. A strong vocabulary enhances both reading comprehension and expressive language skills.

### 6. L.KL.K.1.C: Understanding and Using Question Words

- Rationale: Knowing how to use question words (who, what, where, when, why, how) is critical for both comprehension and inquiry. This standard supports students in asking relevant questions, seeking information, and understanding the structure of questions, which is essential for both oral and written communication.

#### 7. RL.PP.K.5 & RI.PP.K.5: Recognizing Text Structure

- Rationale: Recognizing the structure of different types of texts helps students understand how information is organized and how to navigate various genres. This skill is foundational for comprehension, as it aids students in predicting, summarizing, and making sense of the material they read.

#### 8. L.VI.K.3.B: Using Frequently Occurring Nouns and Verbs

- Rationale: This standard supports the use of basic grammar, which is essential for clear communication. By practicing frequently occurring nouns and verbs, students develop the ability to form simple sentences, which is a key step in both spoken and written language development.

In summary, these standards are interconnected, each contributing to a well-rounded approach to early literacy and communication skills. By teaching these concepts in kindergarten, educators lay the groundwork for future academic achievement, ensuring that students are prepared to build on these skills as they progress through their education.

## NJSLS ELA

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ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.KL.K.1.C	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
ELA.L.VI.K.3.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
ELA.L.VI.K.3.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
ELA.L.VI.K.3.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a

	book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
ELA.SL.PE.K.1.B	Continue a conversation through multiple exchanges.

## **Enduring Understandings**

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- 1). Understanding how print works, including the directionality of text and the relationship between spoken sounds and written letters, is essential for learning to read and write. Mastery of these concepts forms the foundation for all future literacy skills.
  
- 2). Recognizing high-frequency words by sight is crucial for reading fluency. This skill allows students to read more smoothly, enabling them to focus on understanding the text rather than decoding every word.
  
- 3). Comprehension involves identifying and understanding the main ideas and details in a text. The ability to ask and answer questions about key details helps students engage with the text and enhances their overall understanding.
  
- 4). Effective communication involves both listening and speaking. By engaging in conversations, students learn to express their ideas clearly, listen to others, and build on others' ideas, which are essential skills for academic and social success.
  
- 5). A strong vocabulary is foundational for both reading comprehension and effective communication. Understanding and using a wide range of words, including their opposites, allows students to express their ideas more precisely and understand more complex texts.
  
- 6). The ability to ask and answer questions using appropriate question words is key to understanding and gaining information. Mastery of this skill enhances students' ability to inquire, learn, and communicate effectively.
  
- 7). Different types of texts have different structures, and recognizing these structures helps students navigate and understand the information presented. This understanding supports comprehension and allows students to approach various texts with strategies suited to their structure.

8). The ability to use common nouns and verbs correctly is fundamental to building sentences and communicating effectively. Mastery of this skill supports both spoken and written language development, enabling students to express themselves clearly.

## Essential Questions

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- How does understanding the structure of print help us become better readers?
- What sounds do letters make, and how can recognizing these sounds help us read words?
- Why is it important to know how words are made up of different sounds?
- Why do we need to recognize certain words quickly when we read?
- How does knowing high-frequency words help us read more easily and understand what we're reading?
- How can asking questions about a story or information help us understand it better?
- What are the important details in this text, and how do they help us understand the main idea?
- How do we share our ideas with others and listen to what they have to say?
- What makes a good conversation, and how can we keep it going?
- Why is it important to know many different words?
- How do knowing words and their opposites help us understand and communicate better?
- How do question words like who, what, where, when, why, and how help us learn more?
- What kinds of questions can we ask to get the information we need?
- How does knowing the structure of a story or an informational text help us understand it better?
- What clues can we find in a text that help us figure out what kind of text it is?
- How do nouns and verbs help us make sentences that make sense?
- Why is it important to use the right nouns and verbs when we talk or write?

## Content, Learning Targets, and Activities

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[https://drive.google.com/drive/folders/14xBz\\_HleiGp05CvC55n8iVfFJgOqD3F9](https://drive.google.com/drive/folders/14xBz_HleiGp05CvC55n8iVfFJgOqD3F9)

Month	Weeks	Standards (can be multiple standards)	Learning Target (can be multiple standards)	Suggested Student Centered Activity	F&P Resources

September	1: Back To School (Rules & Routines)	SL.PE.K.1.A  • Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).	1. I can follow our class expectations when having class discussions  2. I can talk with different peers about kindergarten grade topics and texts	Shared Reading/Interactive Read Aloud  Conversation Starters  Role-Playing  Class Discussion  Interactive Writing Anchor Chart (ex. Class expectations)  Extension Activities  Create classroom jobs  Draw a picture	<ul style="list-style-type: none"> <li>• Look Out Kindergarten, Here I Come! (IRA)</li> <li>• Miss Bindergarten Gets Ready for Kindergarten (IRA)</li> <li>• Wemberly Worried (IRA)</li> <li>• The Bus For Us (IRA)</li> <li>• School Days (SR)</li> <li>• Reading Mini lessons MGT U1 Lessons 1-5</li> </ul>	<ul style="list-style-type: none"> <li>• Cubs Pride Lessons</li> <li>• First Day Jitters</li> <li>• A Letter From Your Teacher by Shannon Olsen</li> <li>• Pigeon Has to Go to School by Mo Willems</li> <li>• Our Class is a Family by Shannon Olsen</li> <li>• The Recess Queen by Alexis O'Neill</li> <li>• Interrupting Chicken by David Ezra Stein</li> <li>• Social Studies Magazine 1 (Being a Good Citizen)</li> </ul>
	ASSESSMENT	BOY Assessments: Letters, Sounds, High-Frequency Words				

	Week 2: Letters at Work	<p>L.RF.K.1. A-D</p> <ul style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	<ol style="list-style-type: none"> <li>I can recognize the first word in a sentence.</li> <li>I can understand that the letters I hear in words are the same letters I see when reading.</li> <li>I can see spaces between words when I read.</li> <li>I can recognize and name all of the uppercase and lowercase letters in the alphabet.</li> </ol>	<ul style="list-style-type: none"> <li>Interactive Read Aloud</li> <li>Think-Pair-Share</li> <li>Conversation Starters</li> <li>Class Discussion</li> <li>Interactive Writing Anchor Chart (ex. letters, words, sentences)</li> <li>Extension Activities</li> </ul>	<ul style="list-style-type: none"> <li>ABC I Like Me (IRA)</li> <li>Alphabet Under Construction (IRA)</li> <li>B Is For Bulldozer (IRA)</li> <li>On Market Street (IRA)</li> <li>My Name is Alice (IRA)</li> <li>City ABC's (SR)</li> <li>Country ABC's (SR)</li> <li>The Sleepover (SR)</li> <li>Reading Mini lessons LA.U1 Lessons 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>Cubs Pride Lessons</li> <li>Chicka Chicka Boom Boom! By Bill Martin Jr.</li> <li>Artichoke to Zucchini: An Alphabet of Delicious Things From Around the World By Alice Oehr</li> <li>Social Studies Magazine 1 (Solving Problems; The Golden Rule; Respect and Rights; Work and Play Together)</li> </ul>
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		RL.TS.K.4  RI.TS.K.4 Identify features of print (front cover, back cover, and title page of a book).	1. I can identify and locate different parts of a book	<ul style="list-style-type: none"> <li>• Features of print activity</li> <li>• Tag book parts with post-its/stickers</li> <li>• Interactive Writing Anchor Chart (ex. Parts of a Book)</li> </ul>		
	ASSESSMENT	BOY Assessments: Letters, Sounds, High-Frequency Words <ul style="list-style-type: none"> <li>• Exit Tickets L.RF.K.1.A-D - circle correct way to read a sentence. Circle correct way to write a sentence. Write specific letters that are called out.</li> <li>• Exit Tickets RL.TS.K.4 and RI.TS.K.4 - Highlight, color, label, place a sticker to identify parts of a book</li> </ul>				
Week 3: Nonfiction Introduction		RI.TS.K.4 Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals)  RI.TS.K.4 Identify features of print (front cover, back cover, and title page of a book).	1. identify and distinguish between various types of informational texts, such as biographies, recipes, and how-to manuals, by examining their characteristics and purposes.	<ul style="list-style-type: none"> <li>• Shared Reading/Interactive Read Aloud</li> <li>• Think-Pair-Share</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Writing Anchor Chart (ex. Informational text characteristics)</li> <li>• Review Parts of a book anchor chart</li> <li>• Extension Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Bouncing Balls (SR)</li> <li>• Rolling (SR)</li> <li>• Spin, Spin, Spin (SR)</li> <li>• Slip and Slide (SR)</li> <li>• LA.U9 Lessons 1-5</li> <li>• LA.U10 Lessons 1-3</li> <li>• MGT. U3 Lesson 9</li> </ul>	<ul style="list-style-type: none"> <li>• Popcorn Country: A Tale of America's Favorite Snack By Cris Peterson</li> <li>• Hidden Critters: Can You Find Them All? By Stan Tekiela</li> </ul>

		<p>L.RF.K.4</p> <p>I can read words in emergent-reader texts by using my knowledge of letter sounds and how they come together to make words</p>	<ol style="list-style-type: none"> <li>1. I can identify the front cover, back cover, and title page of a book.</li> <li>2. I can identify the top and bottom of a page.</li> <li>3. I can follow words from left to right and top to bottom of a page.</li> <li>4. I can read simple words and sentences out loud and understand what they mean</li> </ol>	<ul style="list-style-type: none"> <li>• Share the reading pointer</li> <li>• Reading buddies</li> <li>• Class Discussion</li> <li>• Emergent reader books</li> <li>• Decodable books</li> <li>• Find the Sight word</li> </ul>		
	ASSESSMENT	<ul style="list-style-type: none"> <li>• Exit Tickets RI.TS.K.4 - circle characteristics of informational texts</li> <li>• Exit Tickets - RI.TS.K.4 - Highlight, color, label, place a sticker to identify parts of a book</li> </ul>				



	<p>4: Celebrating Diversity (DEI-Hispanic Heritage Month)</p>	<p>RL.TS.K.4</p> <p>Recognize common types of literary texts (e.g., storybooks, poems)</p> <p>L.RF.K.4</p> <p>I can read emergent-reader texts accurately and understand what I'm reading.</p>	<p>1. identify and distinguish between various types of literary texts, including storybooks and poems, by analyzing their features and structures</p> <p>2. Read emergent-reader texts with accuracy and demonstrate comprehension by discussing key details and answering questions about the text.</p>	<ul style="list-style-type: none"> <li>• Shared Reading/Interactive Read Aloud</li> <li>• Think-Pair-Share</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Interactive Writing Anchor Chart</li> <li>• Extension Activities</li> <li>• Buddy reading</li> <li>• Emergent Reader texts</li> <li>• Decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>• Just Ask! (IRA)</li> <li>• MGT U3 Lesson 9</li> <li>• LA U1 Lessons 3 &amp; 4</li> <li>• LA U5 Lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>• If Dominican Were a Color</li> <li>• Food Fight Fiesta</li> <li>• The Best Mariachi in the World</li> <li>• Danza!</li> </ul>
	ASSESSMENT	<ul style="list-style-type: none"> <li>• Exit Tickets RL.TS.K.4 - circle characteristics of storybooks</li> <li>• Highlight, color, label, place a sticker to identify parts of a book</li> <li>• L.RF.K.4 : read an emergent reader text and answer questions about it</li> </ul>				

October	1: Respect Week	<p>RL.TS. K.4</p> <p>Recognize common types of literary texts (e.g., storybooks, poems)</p> <ul style="list-style-type: none"> <li>Identify features of print (front cover, back cover, and title page of a book)</li> </ul> <p>SL.PE. K.1.A</p> <p>Follow agreed-upon norms for discussions (e.g., listening to others with care)</p>	<p>1. identify and distinguish between various types of literary texts, including storybooks and poems, by analyzing their features and structures</p> <p>2. I can identify and locate different parts of a book</p> <p>3. I can talk with different peers about kinder</p>	<ul style="list-style-type: none"> <li>Shared Reading/Interactive Read Aloud</li> <li>Think-Pair-Share</li> <li>Conversation Starters</li> <li>Class Discussion</li> <li>Review Book parts anchor chart</li> <li>Extension Activities</li> </ul>	<ul style="list-style-type: none"> <li>Chester's Way (IRA)</li> <li>Chrysanthemum (IRA)</li> <li>King of the Playground (IRA)</li> <li>Reading Minilessons</li> </ul>	<ul style="list-style-type: none"> <li>Kindness is My Superpower By Alicia Ortego</li> <li>Do Unto Otters by Laurie Keller</li> <li>Have you Filled a Bucket Today? By Carol McCloud</li> <li>What if Everybody Did that? By Ellen Javernick</li> <li>Stand Tall, Molly Lou Melon</li> </ul>
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		and taking turns speaking about the topics and texts under discussion)	<ul style="list-style-type: none"> <li>garten grade topics and texts</li> <li>• Highlight, color, label, place a sticker to identify parts of a book</li> </ul>			
	ASSESSMENT	<ul style="list-style-type: none"> <li>• Exit Tickets RL.TS.K.4 - circle characteristics of storybooks</li> <li>• Highlight, color, label, place a sticker to identify parts of a book</li> </ul>				
	2: Understanding Emotions	L.RF.K.4 1). I can read words in emergent-reader texts by using my knowledge of letter sounds and how they come together to make words. 2). I	1. I can read emergent-reader texts with accuracy and demonstrate comprehension by discussing key details and answering questions about the	<ul style="list-style-type: none"> <li>• Shared Reading/Interactive Read Aloud</li> <li>• Think-Pair-Share</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Interactive Writing Anchor Chart (ex. What do we do when</li> </ul>	<ul style="list-style-type: none"> <li>• The Feelings Book (IRA)</li> <li>• Mouse was Mad (IRA)</li> <li>• When Sophie gets Angry - Really, Really, Angry (IRA)</li> <li>• Reading Mini Lessons -</li> </ul>	<ul style="list-style-type: none"> <li>• A Little Spot of Emotion (Box Set)</li> <li>• Emergent readers about feelings <a href="https://www.teacherspayteachers.com/Product/Identifying-Feelings-and-Emotions-Emergent-Readers-5322663">https://www.teacherspayteachers.com/Product/Identifying-Feelings-and-Emotions-Emergent-Readers-5322663</a></li> </ul>

	<p>can read emergent-reader texts accurately and understand what I'm reading .</p> <p>L.RF.K.1.A-D</p> <ul style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words</li> </ul>	<p>text.</p> <p>2. I can read simple words and sentences out loud and understand what they mean</p> <p>3. I can understand that the letters I hear in words are the same letters I see when reading.</p> <p>4. I can see spaces between words when I read.</p> <p>5. I can recognize and name</p>	<p>we are sad, angry, etc)</p> <ul style="list-style-type: none"> <li>Emergent reader texts about feelings and emotions</li> <li>Share the reading pointer</li> </ul>	SAS.U2 Lesson 1-3	
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	are separated by spaces in print.  • Recognize and name all upper- and lowercase letters of the alphabet.	all of the upper case and lower case letters in the alphabet.  6. I can recognize the first word in a sentence.			
ASSESSMENT	<ul style="list-style-type: none"> <li>Exit Tickets L.RF.K.4 : read an emergent reader text and answer questions about it</li> </ul>				
3: Celebrating Differences	L.VI.K.3.A  •(With guidance and support)  • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	1. I can classify how things are alike and how they are different  2. I can understand unknown words by using clues from a book	<ul style="list-style-type: none"> <li>Shared Reading/Interactive Read Aloud</li> <li>Think-Pair-Share</li> <li>Conversation Starters</li> <li>Class Discussion</li> <li>Sorting objects worksheet</li> <li>Sorting people</li> </ul>	<ul style="list-style-type: none"> <li>It's Okay to be Different (IRA)</li> <li>The Story of Ferdinand (IRA)</li> <li>Leo the Late Bloomer (IRA)</li> <li>The Cow that Went Oink (IRA)</li> <li>Big Al (IRA)</li> <li>Reading Mini</li> </ul>	<ul style="list-style-type: none"> <li>Fur, Feather, Fin - All of Us Are Kin by Diane Lang</li> <li>A Bad Case of Stripes by David Shannon</li> <li>The Cow Who Climbed a Tree by Gemma Merino</li> <li>The Crayon Box That Talked by Shane Derolf and Michael Letzig</li> </ul>

		nt.  L.VI.K.3.C  (With guidance and support)  • Identify real-life connections between words and their use (e.g., note places at school that are colorful).		in classroom (boys & girls, hair color, eye color, etc)	Lessons:  RML 1-3 - SAS.U1  RML 3 - SAS.U2	
	ASSESSMENT	<ul style="list-style-type: none"> <li>Exit Tickets L.VI.K.3.A - Sort objects into categories</li> </ul>				
	4: Fall/Halloween	RI.TS.K.4  Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals)	1. identify and distinguish between various types of informational texts, such as biographies, recipe	<ul style="list-style-type: none"> <li>Shared Reading/Interactive Read Aloud</li> <li>Think-Pair-Share</li> <li>Conversation Starters</li> <li>Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Scary Story: A Story for Two Voices (SR)</li> </ul>	<ul style="list-style-type: none"> <li>Spookly the Square Pumpkin</li> <li>Fall Mixed Up by Bob Raczka</li> <li>Frankencrayon by Michael Hall</li> <li>National Geographic Readers: Halloween (Get Epic)</li> <li>I Pick Fall Pumpkins (Get Epic)</li> <li>What Happens in Fall? Pumpkins in Fall (Get Epic)</li> <li>How Do You Know It's Fall?</li> </ul>

		<p>Identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>RL.TS. K.4</p> <p>Recognize common types of literary texts (e.g., storybooks, poems)</p>	<p>s, and how-to manuals, by examining their characteristics and purposes.</p> <p>2. I can identify the front cover, back cover, and title page of a book.</p> <p>3. identify and distinguish between various types of literary texts, including storybooks and poems, by analyzing their features.</p>	<ul style="list-style-type: none"> <li>• Draw a picture</li> <li>• Locate fiction and non-fiction text features</li> <li>• Reading Notebook response on their favorite part of a story</li> </ul>	<p>(Bookflix)</p> <ul style="list-style-type: none"> <li>• There Was an Old Lady Who Swallowed a Ghost</li> <li>• There Was an Old Lady Who Swallowed a Bat</li> <li>• Halloween/Fall poems</li> <li>• Mystery Science Mini Lesson: Why are Pumpkins so popular in the Fall?</li> </ul>
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			es and struct ures			
	ASSESS MENT	<ul style="list-style-type: none"> <li>• RI.TS.K.4 - circle characteristics of informational texts</li> <li>• Exit Tickets - RI.TS.K.4 - Highlight, color, label, place a sticker to identify parts of a book</li> <li>• RL.TS.K.4 - circle characteristics of storybooks</li> </ul>				

Nove mber	Week 1: Taking Care of Each Other: Family	<p>L.KL.K.1 .C</p> <p>(With promptin g and support)</p> <ul style="list-style-type: none"> <li>• Understa nd and use question words (interroga tives) (e.g., who, what, where, when, why, how)</li> </ul> <p>SL.PE.K. 1.B</p> <p>Continue a conversat ion through multiple exchange s.</p>	<p>1. I can ask and answ er quest ion word s about a story</p> <p>2. Stude nts will be able to under stand and corre ctly use quest ion word s (e.g., who, what, wher e, when , why, how)</p>	<ul style="list-style-type: none"> <li>• Reading/Interactive Read Aloud</li> <li>• Think-Pair-Share</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Interactive Writing Anchor Chart (ex. 6 question words and what they mean)</li> <li>• Notebook response (Draw a picture and write a few words about the story)</li> <li>• Cards with question words. Students choose a card and ask another a question</li> </ul>	<ul style="list-style-type: none"> <li>• Do Like Kyla (IRA)</li> <li>• Don't You Feel Well, Sam? (IRA)</li> <li>• Jonathan and His Mommy (IRA)</li> <li>• Elizabeth's Doll (IRA)</li> <li>• Where Are You Going, Little Mouse? (IRA)</li> <li>• Coco Steps Out (SR)</li> <li>• Look</li> </ul>	<ul style="list-style-type: none"> <li>• Daddy Makes the Best Spaghetti by Anna Grossnickle Hines</li> <li>• You Are Loved : A Book About Families by Margaret O' Hair</li> <li>• Our Table by Peter Reynolds</li> </ul>
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			<p>to ask and answer questions in both spoken and written communication</p> <p>3. Students will be able to participate in a conversation, maintaining the flow by responding appropriately and adding relevant information across multiple exchanges</p>		<p>Out! (SR)</p> <ul style="list-style-type: none"><li>• The Stuck Truck (SR)</li><li>• Reading Mini Lesson -</li></ul> <p>RML 4 LA.U1</p>	
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			nges			
	Assessment	Exit Ticket: L.KL.K.1.C - Circle the question word in each sentence				
	Week 2: The Importance of Friendship	<p>L.VI.K.3.B</p> <p>(With guidance and support)</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> </ul> <p>L.RF.K.1.A-C</p> <ul style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written</li> </ul>	<p>1. I can find and identify antonyms for common verbs and adjectives</p> <p>2. I can understand that the letters I hear in words are the same letters I see when reading.</p> <p>3. I can see spaces between words when I read.</p> <p>4. I can</p>	<ul style="list-style-type: none"> <li>Interactive Read Aloud</li> <li>Think-Pair-Share</li> <li>Conversation Starters</li> <li>Class Discussion</li> <li>Interactive Writing Anchor Chart (ex. Synonyms vs. antonyms -what are they?)</li> <li>Notebook response (Write and verb and its opposite ex. Go and stop)</li> <li>Game: half calls gets synonym cards and other half gets antonym cards. Students need to find their pair</li> </ul>	<ul style="list-style-type: none"> <li>A Visitor for Bear (IRA)</li> <li>Big Al and Shrimpy (IRA)</li> <li>I'm the Best (IRA)</li> <li>Jessica (IRA)</li> <li>Yo? Yes! (IRA)</li> <li>Strictly No Elephants (IRA)</li> <li>Not Quite Right (SR)</li> <li>Hand in Hand (SR)</li> </ul>	<ul style="list-style-type: none"> <li>Little Blue Truck by Alice Schertle</li> <li>Duck, Duck, Goose by Tad Hills</li> <li>Peanut Butter and Cupcake by Terry Border</li> </ul>

		language by specific sequences of letters. • Understand that words are separated by spaces in print.	recognize and name all of the upper case and lower case letters in the alphabet  5. I can recognize the first word in a sentence.			
	ASSESSMENT	• Exit Ticket: L.VI.K.3.B - match a word to its opposite Ex: stop - go				
	Week 3: The Importance of Kindness	RL.PP.K.5 (With prompting and support) • Name the author of a story • Name the illustrator of a story • Define the role of the author and	1. I can explain what the author of a story does  2. I can explain what the illustrator of a story does	• Shared Reading/Interactive Read Aloud • Think-Pair-Share • Conversation Starters • Class Discussion • Interactive Anchor Chart (show and write what author and illustrator do)	• Lost (IRA) • Flower Garden (IRA) • Jamaica's Find (IRA) • The Teddy Bear (IRA) • Say Hello (IRA) • Reading Mini	• Be Kind by Pat Zietlow Miller • Kindness is Cooler, Mrs. Ruler by Margery Cuyler

		illustrator in the story			<p>Lesson s -</p> <p>RML 2 - LA.U1,</p> <p>RML 5- LA.U6</p> <p>RML 1 - LA.U18</p> <p>RML 2 - LA.U18</p> <p>RML 4 - LA.U18</p> <p>RML 5 - LA.U18</p>	
	Assessment	Exit ticket: RL.PP.K.5 - match the author/illustrator to what their job is				
	Week 4: Thanksgiving	<p>RI.PP.K.5</p> <p>(With prompting and support)</p> <ul style="list-style-type: none"> <li>Name the author of a text</li> <li>Name the illustrator of a text</li> <li>Define the role of the author and illustrator in presenting information</li> </ul>	<p>1). I can explain what the author of a nonfiction story does</p> <p>2). I can explain what the illustrator of a nonfiction story does</p> <p>3). I can read emergent-reader texts with accuracy and demonstrate comprehension by discussing key details and</p>	<ul style="list-style-type: none"> <li>Shared Reading/Interactive Read Aloud</li> <li>Think-Pair-Share</li> <li>Conversation Starters</li> <li>Class Discussion</li> <li>The First Thanksgiving Early Readers <a href="https://www.teacherspayteachers.com/Product/The-First-Thanksgiving-Early-Readers-Nonfiction-Set-of-6-Printable-Books-6257168">https://www.teacherspayteachers.com/Product/The-First-Thanksgiving-Early-Readers-Nonfiction-Set-of-6-Printable-Books-6257168</a></li> <li>Interactive Anchor Chart (show and write what author and illustrator do)</li> <li>Project: Pilgrims vs kids today</li> </ul>	<p>RML 2 - LA.U1</p> <p>RML 6 - LA.U6</p> <p>RML 8 - LA.U6</p> <p>RML 1 - LA.U9</p> <p>RML 3 - LA.U9</p> <p>RML 4 - LA.U9</p> <p>RML 5 - LA.U9</p> <p>RML 1 - LA.U10</p> <p>RML 1 - LA.U18</p> <p>RML 2 -</p>	<ul style="list-style-type: none"> <li>Turkey Trouble by Wendie Silvano</li> <li>Twas the Night Before Thanksgiving by Dav Pilkey</li> <li>The Great Turkey Race by Steve Metzger</li> </ul>

		<p>on</p> <p>L.RF.K.4</p> <ul style="list-style-type: none"> <li>• I can read words in emergent-reader texts by using my knowledge of letter sounds and how they come together to make words.</li> <li>• I can read emergent-reader texts accurately and understand what I'm reading.</li> </ul> <p>L.RF.K.1 .A-D</p> <ul style="list-style-type: none"> <li>• Follow words from left to right, top to bottom, and page by page.</li> <li>• Recognize that spoken</li> </ul>	<p>answering questions about the text.</p> <p>4). I can read simple words and sentences out loud and understand what they mean</p> <p>5). I can understand that the letters I hear in words are the same letters I see when reading.</p> <p>6). I can see spaces between words when I read.</p> <p>7). I can recognize and name all of the uppercase and lowercase letters in the alphabet</p> <p>8). I can recognize the first word in</p>	LA.U18	<p>er</p> <ul style="list-style-type: none"> <li>• I Know an Old Lady Who Swallowed a Pie by Alison Jackson</li> <li>• How to Catch a Turkey by Adam Wallace</li> <li>• The Story of The Pilgrims by Katharine Ross</li> <li>• A Short History of Thanksgiving by Sally Lee</li> <li>• T is For Turkey by Tanya Lee Stone</li> </ul>
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		<p>words are represented in written language by specific sequences of letters.</p> <ul style="list-style-type: none"> <li>• Understand that words are separated by spaces in print.</li> <li>• Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	a sentence.			
	Assessment	<p>Exit Ticket: RI.PP.K.5 - Match the author/illustrator to their job</p> <p>L.RF.K.4 - read an emergent reader text and answer questions about it</p>				

## Assessments

Exit tickets will be given that apply to the standards being taught. Please view the table above for Exit ticket ideas.

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Recognize that print carries meaning and can be read.		Draw a picture and write the word that goes with it
Identify and name all uppercase and lowercase letters of the alphabet.	Phonics Lessons	Phonics Lessons
Recognize and read common high-frequency words by sight	Phonics Lessons	Phonics Lessons
Ask and answer questions about key details in a text.		come up with a question about a story
Listen to others and take turns speaking during discussions.		class discussions
Identify and use new vocabulary words in context.		Matching game with word cards and pictures
Determine the meaning of unknown words using context clues and illustrations.		Reading a story and using the picture and clues to determine an unknown word
Identify and correctly use question words (who, what, where, when, why, how) in both spoken and written language.		Find the question word activity. Use question words in a partner/group discussion
Identify different types of texts (e.g., storybooks, informational texts) based on their structure and features.		Parts of a book review and activity
Identify and use common nouns (e.g., cat, dog) and verbs (e.g., run, jump) in sentences.		Noun and verb worksheets

## Career Awareness, Exploration, Preparation, and Training

TECH.9.4.2.CT

Critical Thinking and Problem-solving

Information is shared or conveyed in a variety of formats and sources.

Brainstorming can create new, innovative ideas.

Individuals from different cultures may have different points of view and experiences.

Collaboration can simplify the work an individual has to do and sometimes produce a better product.

## **Life Literacies & Key Skills**

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Individuals from different cultures may have different points of view and experiences.

Information is shared or conveyed in a variety of formats and sources.

Brainstorming can create new, innovative ideas.

## **Interdisciplinary Connections**

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Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions.

Ask questions based on observations to find more information about the designed world.

Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

Asking questions, making observations, and gathering information are helpful in thinking about problems.

Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.