

Reading Grade K Trimester 2

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

NJSLS ELA

ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
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.A	Use frequently occurring nouns and verbs.
ELA.L.KL.K.1.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
ELA.L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
ELA.SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Rationale and Transfer Goals

Rationale for NJSLS Standards

1. L.RF.K.1.A-D: Phonological Awareness

- **Development of Foundational Skills:** These standards focus on phonological awareness, which is crucial for reading development. By recognizing sounds in spoken words, children build the foundation for decoding and spelling.
- **Engagement with Language:** Activities aligned with these standards help children play with sounds, enhancing their listening skills and enjoyment of language.

2. L.RF.K.4: Reading Fluency

- **Fluent Reading:** This standard emphasizes the ability to read with sufficient accuracy and fluency to support comprehension. Fluent reading allows students to focus on meaning rather than decoding individual words.
- **Building Confidence:** Achieving fluency fosters a sense of achievement and encourages a love for reading.

3. RL.CR.K.1: Text Comprehension

- **Understanding Stories:** This standard encourages students to ask and answer questions about key details in a text, which is vital for comprehension and critical thinking.
- **Engagement with Literature:** It promotes active engagement with stories, leading to enhanced vocabulary and narrative skills.

4. SL.II.K.2: Collaborative Conversations

- **Effective Communication:** This standard supports the development of listening and speaking skills through structured conversations. It helps students articulate their thoughts and build on the ideas of others.
- **Social Skills Development:** Collaborative discussions encourage teamwork and respect for diverse opinions.

5. RI.CR.K.1: Informational Text Comprehension

- **Understanding Non-Fiction:** This standard focuses on the ability to ask and answer questions about informational texts, fostering curiosity and a desire to learn about the world.
- **Critical Thinking:** Engaging with factual information enhances analytical skills and promotes inquiry-based learning.

6. L.KL.K.1.A-B: Grammar and Conventions

- **Language Structure:** These standards teach students to use basic grammar and conventions, laying the groundwork for effective communication in writing and speaking.
- **Expression of Ideas:** Understanding language structure aids in the clear expression of thoughts and ideas.

7. RL.IT.K.3: Character and Setting Analysis

- **Understanding Literature Elements:** This standard encourages students to describe characters, settings, and major events in stories, which is essential for narrative comprehension.
- **Connection to Self:** Analyzing characters and settings helps students relate personally to texts, enhancing engagement.

8. RI.IT.K.3: Informational Text Analysis

- **Identifying Key Information:** This standard focuses on the ability to identify key details in informational texts, enhancing students' understanding of non-fiction.
- **Real-World Connections:** By relating information to their experiences, students develop a greater appreciation for learning.

9. L.VL.K.2.A: Vocabulary Development

- **Word Knowledge:** This standard emphasizes the importance of acquiring new vocabulary, which is critical for comprehension and expression in both oral and written communication.
- **Language Enrichment:** A rich vocabulary enhances all aspects of literacy and communication.

10. L.KL.K.1.D: Sentence Structure

- **Building Sentences:** This standard focuses on using complete sentences in writing, promoting clarity and consistency in communication.
- **Writing Development:** Understanding sentence structure supports the development of coherent and structured writing skills.

11. SL.ES.K.3: Inquiry and Comprehension

- **Active Listening Skills:** This standard emphasizes the importance of asking and answering questions about orally presented information, enhancing comprehension.
- **Fostering Inquiry:** Encouraging students to ask questions promotes curiosity and critical thinking, essential for lifelong learning.
- **Collaboration and Communication:** Engaging in dialogue improves communication skills and encourages respectful exchanges of ideas

Conclusion

These standards collectively aim to develop foundational literacy and language skills in Kindergarten students, fostering their ability to read, write, speak, and listen effectively. By engaging students in meaningful literacy activities, educators can support their growth as confident and competent communicators.

Enduring Understandings

1. L.RF.K.1.A-D: Phonological Awareness

- Understanding that phonological awareness is essential for developing reading skills, as it enables students to recognize and manipulate sounds in spoken language.

2. L.RF.K.4: Reading Fluency

- Recognizing that reading fluently allows for better comprehension, enabling students to focus on the meaning of texts rather than decoding individual words.

3. RL.CR.K.1: Text Comprehension

- Grasping that asking and answering questions about a text enhances comprehension and promotes deeper engagement with literature.

4. SL.II.K.2: Collaborative Conversations

- Acknowledging that effective communication in conversations fosters social skills, critical

thinking, and the ability to articulate thoughts clearly.

5. RI.CR.K.1: Informational Text Comprehension

- Understanding that engaging with informational texts develops curiosity and a desire to learn about various topics, supporting critical thinking skills.

6. L.KL.K.1.A-B: Grammar and Conventions

- Recognizing that understanding the basic rules of grammar and conventions is crucial for effective communication in both writing and speaking.

7. RL.IT.K.3: Character and Setting Analysis

- Realizing that analyzing characters and settings in stories enhances comprehension and allows for personal connections to the text.

8. RI.IT.K.3: Informational Text Analysis

- Understanding that identifying key details in informational texts is essential for extracting meaning and making real-world connections.

9. L.VL.K.2.A: Vocabulary Development

- Acknowledging that a rich vocabulary is fundamental for effective communication and comprehension across all forms of literacy.

10. L.KL.K.1.D: Sentence Structure

- Recognizing that using complete sentences in writing promotes clarity and coherence, which are essential for effective communication.

11. SL.ES.K.3: Inquiry and Comprehension

- Understanding that asking and answering questions about orally presented information enhances listening skills and fosters an inquisitive mindset.

Conclusion

Essential Questions

1). How can we listen for and identify sounds in words, and why is it important for reading?

2). In what ways does reading aloud with expression help us understand stories better?

- 3). How does asking questions about a story help us understand what is happening in the text?
- 4). Why is it important to share our ideas and listen to others when we talk in groups?
- 5). What new information can we learn from reading informational texts, and how can it make us curious?
- 6). How do the rules of grammar help us express our thoughts clearly when we write or speak?
- 7). How do the characters and setting of a story help us understand its message and connect with it personally?
- 8). What key details in informational texts can help us understand important concepts about the world?
- 9). Why is having a strong vocabulary important for understanding what we read and for sharing our ideas?
- 10). How do complete sentences help us communicate our ideas in a clear and organized way?
- 11). How does asking and answering questions after listening help us become better learners and listeners?

Content, Learning Targets, and Activities

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	Other Resources

<p>December</p>	<p>Week 1: Noticing the Way the World Looks - Colors</p>	<p>L.RF.K.1.A-D</p> <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. <p>L.RF.K.4</p> <ul style="list-style-type: none"> Read emergent-reader texts (deco 	<ol style="list-style-type: none"> I can recognize the first word in a sentence. I can understand that the letters I hear in words are the same letters I see when reading. I can see spaces between words when I read. I can reco 	<ul style="list-style-type: none"> Think-Pair Share Shared Reading /Interactive Read Aloud Conversation Starters Class Discussion Buddy Reading Emergent Reader Texts Decodable Texts 	<ul style="list-style-type: none"> What Color is Nature? (IRA) Cat's Colors (IRA) Red is a Dragon (IRA) Dog's Colorful Day (IRA) The Mixed Up Chameleon (IRA) Mary Wore Her Red Dress (IRA) 	<ul style="list-style-type: none"> Emergent Reader Texts https://www.teacherspayteachers.com/Product/Color-Word-Emergent-Readers-with-Sight-Words-Bundle-2081534?st=2e4cd30b12015507c58a263f317a24bc The Day the Crayons Quit by Drew Daywalt Brown Bear, Brown Bear, What Do You See? By Bill Martin Jr. Color Zoo by Lois Ehlert
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		<p>dable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p>	<p>gnize and name all of the uppercase and lowercase letters in the alphabet.</p> <p>5. I can read emergent - reader texts with accuracy and demonstrate comprehension by discussing key details and answering ques</p>		<ul style="list-style-type: none"> • A Rainbow of Fruit (SR) 	
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tions
about
the
text.

6. I can
read
simple
words
and
sentences
out
loud
and
understand
what
they
mean

7. I
can
understand
that
the
letters
I
hear
in
words
are
the
same
letters
I
see
when
reading.

ASSESSMENT	Exit Ticket: L.RF.K.1.A-D - Find 3 upper and lowercase letters within an emergent reader/decodable text				
<p>Week 2: Eric Carle - Exploring the Natural World</p>	<p>RL.CR.K.1</p> <ul style="list-style-type: none"> • ask about key details in a literary text (e.g. who, what, when, where, why, how) with prompting and support <p>▪ answer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support</p> <p>SL.II.K.2</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering</p>	<p>1. I can ask and answer questions about key details in a text</p> <p>2. Students will be able to ask and answer questions about key details after listening to a text read aloud or information presented orally or through other</p>	<ul style="list-style-type: none"> • Think-Pair-Share • Shared Reading/Interactive Read Aloud • Conversation Starters • Class Discussion • Review anchor chart on question words 	<ul style="list-style-type: none"> • From Head to Toe (IRA) • Does a Kangaroo Have a Mother, Too? (IRA) • Slowly, Slowly, Slowly Said the Sloth (IRA) • Have You Seen My Cat? (IRA) • The Mixed Up Chameleon (IRA) 	<ul style="list-style-type: none"> • Tree Hole Homes by Melissa Stewart • Ribbit! By Rodrigo Folgueira

	questions about key details and requesting clarification if something is not understood.	r medi a, dem onstr ating their unde rstan ding and enga gem ent with the mate rial) • 1, 2, 3, To The Zoo (IRA) • Bear Snor es On (SR)	
ASSESS MENT	<ul style="list-style-type: none"> Exit Ticket: RL.CR.K.1 - Students will write a one word response or draw a picture to answer a who, what. Where, when, or why question about the story. 				
Week 3: Holidays Around the World	RI.CR.K.1 <ul style="list-style-type: none"> ask about key details in informational text (e.g. who, what, when, where, why, how) with prompting and support 	1. Students will be able to ask and answer questions about key details in an informational text to demonstrate their understand	<ul style="list-style-type: none"> Think-Pair Share Shared Reading /Interactive Read Aloud Conversation Starters Class Discussion Review anchor chart on question words Show videos of each 	<ul style="list-style-type: none"> Reading Mini Lesson: RML 1-3 WA R.U 5 	<ul style="list-style-type: none"> The Night Before Christmas It's Christmas! By Richard Sebra (Get Epic) Holidays: Christmas By Rebecca Pettiford (Get Epic) Together For Kwanzaa By Juwanda G. Ford We Celebrate Kwanzaa in Winter By Rebecca Felix Holidays Around the World: Celebrate Kwanzaa By Carolyn Otto The Night Before Hanukkah By Natasha Wing Holidays Around The World: Celebrate Hanukkah By Deborah Heiligman

		<ul style="list-style-type: none"> answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support 	<p>ding of the content</p> <p>2. Students will be able to use common nouns and verbs in their speaking and writing with guidance and support.</p>	<p>different holiday</p> <ul style="list-style-type: none"> Interactive anchor charts on nouns and verbs 		<ul style="list-style-type: none"> Happy Holidays!: Hanukkah By Rebecca Sabelko
		<p>L.KL.K.1.A</p> <p>(With prompting and support)</p> <p>Use frequently occurring nouns and verbs.</p>				
	ASSESSMENT	<ul style="list-style-type: none"> Exit Ticket: RI.CR.K.1 - Students will write a one word response or draw a picture to answer a who, what. Where, when, or why question about the story. L.KL.K.1.A - Circle the nouns in a list, circle the picture that shows a verb (someone riding a bike, jumping, etc) 				

ary	Exploring Fiction and Nonfiction	<p>1</p> <ul style="list-style-type: none"> ▪ ask about key details in a literary text (e.g. who, what, when, where, why, how) with prompting and support ▪ answer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support 	ask and answer questions about key details in a text	<p>Read Aloud</p> <ul style="list-style-type: none"> • Think-Pair-Share • Conversation Starters • Class Discussion • Review Book parts anchor chart • Extension Activities 	<p>for Sale (IRA)</p> <ul style="list-style-type: none"> • Piggies (IRA) • Good Morning, Chick (IRA) 	
ASSESSMENT	<ul style="list-style-type: none"> • Exit Ticket: RL.CR.K.1 - Students will write a one word response or draw a picture to answer a who, what. Where, when, or why question about the story. 					
2: Exploring Fiction and Nonfiction	RI.CR.K.1	<ul style="list-style-type: none"> ▪ ask about key details in informational text (e.g. who, what, when, where, why, how) with prompting and support 	1. Students will be able to ask and answer questions about key details in an infor	<ul style="list-style-type: none"> • Shared Reading/Interactive Read Aloud • Think-Pair-Share • Conversation Starters • Class Discussion • Interactive Writing Anchor Chart (ex. What do we do when we are sad, angry, etc) • Emergent reader texts about feelings and emotions • Share the reading pointer 	<ul style="list-style-type: none"> • Hats, Hats, Hats (IRA) • All Pigs Are Beautiful (IRA) • Chickens Aren't the Only 	

	answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support	mational text to demonstrate their understanding of the content		Ones (IRA)	
ASSESSMENT	<ul style="list-style-type: none"> Exit Ticket: RI.CR.K.1 - Students will write a one word response or draw a picture to answer a who, what. Where, when, or why question about the story. 				
3: Martin Luther King Jr.	<p>SL.II.K.2</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 	<p>1. I can ask questions about key details in a story, informational text, or something I see or hear to make sure I understand everything.</p> <ul style="list-style-type: none"> I 	<ul style="list-style-type: none"> Shared Reading/Interactive Read Aloud Think-Pair-Share Conversation Starters Class Interactive anchor chart on Dr. King Dr. King activities (worksheets) 		<ul style="list-style-type: none"> We Dream a World By Yolanda Renee King Be A King, Dr. Martin Luther King Jr's Dream and You By Carole Boston Weatherford I Have a Dream

			can answer questions to show my understanding of a text read aloud or presented through other media.			By Dr. Martin Luther King Jr. • My Daddy, Dr. Martin Luther King Jr. By Martin Luther King III
ASSESSMENT	• Exit ticket: SL.II.K.2 - Draw a picture of your favorite part of the story and give a short explanation of why					
4: Having Fun With Language	L.KL.K.1.B (With prompting and support) • Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes). L.RF.K.4 • Read emergent-	1. Students will be able to form regular plural nouns by adding -s or -es to words when speaking 2. Students will	<ul style="list-style-type: none"> • Shared Reading/Interactive Read Aloud • Think-Pair-Share • Conversation Starters • Class Discussion • Interactive anchor chart for adding endings to nouns (rule for which ending to use) • Emergent reader texts https://www.teacherspayteachers.com/Product/Emergent-Readers-Set-for-January-New-Years-2257242?st=8a763292150ad9ff6bfb9d07e72d1dc7 • Worksheets on adding s and es to nouns 	<ul style="list-style-type: none"> • Creak! Said The Bed (IRA) • Rattle trap Car (IRA) • Max Found Two Sticks (IRA) • Charlie Parker Played Be Bop (IRA) 	<ul style="list-style-type: none"> • Mootilda's Bad Mood By Corey Rosen Schwartz • Roadwork By Sally Sutton • Mr. Brown Can Moo! Can You? By Dr. Seuss • The 	

	reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	be able to read common high-frequency words by sight and demonstrate understanding of basic print concepts			<p>Bunnies Are Not In Their Beds By Marisabina Russo</p> <ul style="list-style-type: none"> • Tap Tap Boom Boom By Elizabeth Blumlee
ASSESSMENT	<ul style="list-style-type: none"> • Exit ticket: L.KL.K.1.B - Students add -s or -es to the end of words 				

February	<p>Week 1: Learning How to Be Yourself</p>	<p>RL.IT. K.3</p> <p>With prompting and support, identify characters, settings, and major events in a story.</p>	<p>1. I can tell who the story is about (characters)</p>	<ul style="list-style-type: none"> • Reading/Interactive Read Aloud • Think-Pair-Share • Conversation Starters • Class Discussion • Picture Walk 	<ul style="list-style-type: none"> • The Pig In The Pond (IRA) • Three Hens and A Peacock 	<ul style="list-style-type: none"> • Giraffes Can't Dance by Giles Andreae • Not Your Typical Dragon by Dan Bar-el
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2.

I can tell where the story happens (setting)

3.

I can tell what big things happen

(IRA)

- Harold Fins A Voice (IRA)
- Ruby the Copycat (IRA)
- I Like Me! (IRA)
- Emily, the Cat Who Thought She Was

			n (m a j o r e v e n t s) .		a D o g (S R)	
Assessment	Exit Ticket: RL.IT.K.3 - Draw a picture of the main character in the story, Draw a picture of the setting or write one word for it.					
Week 2: Black History Month	<p>RL.IT.K.3</p> <p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.ES.K.3</p> <ul style="list-style-type: none"> • Ask and answer questions in order to seek 	<p>1. Student will be able to identify the key details in a narrative</p>		<ul style="list-style-type: none"> • Interactive Read Aloud • Think-Pair-Share • Conversation Starters • Class Discussion • Picture walk 		<ul style="list-style-type: none"> • I Promise by LeBron James https://www.youtube.com/watch?v=K0IKGohjCnM • I Am Enough by Grace Byers https://www.youtube.com/watch?v=a_l4jeZH84k • Hair Love by Matthew A. Cherry https://www.youtube.com/watch?v=H6Iw3gmX39Y&list=PL0PE1OVfRIs3TGHEqat4XRytGKfuXO-Us&index=2 • Ambitious Girl by Meena Harris https://www.youtube.com/watch?v=79qe2pnJzZ0

	help, get information, or clarify something that is not understood.	n al te xt . 2. St u d e n t s w i l l b e a b l e t o e x p l a i n h o w t h e d e t a i l s s u p p o r t t h e m a i n t o p i c o r i d e a .			
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3. Students will be able to retell information from the text in their own words.

4. Students will

			be able to collaborate with peers to share ideas and information.			
			5. Students will be able to			

			listen actively to others and respond and appropriately.			
ASSESSMENT	<ul style="list-style-type: none"> Exit Ticket: RL.IT.K.3 - Compare and contrast two characters in a story 					
Week 3: Living and Working Together: Community	L.VL.K.2.A (With prompting and support) <ul style="list-style-type: none"> Identify new meanings for familiar words 	1. Student will be able to do	<ul style="list-style-type: none"> Shared Reading/Interactive Read Aloud Think-Pair-Share Conversation Starters 	<ul style="list-style-type: none"> Firm and Small (IR A) Lo la At The 	<ul style="list-style-type: none"> SS Magazine: Community Helpers Picture Game: https://www.teacherspayteachers.com/Product/Free-ESL-Games-HomographsHomonyms-Literacy-Game-Find-Your-Match-1706252?st=bc56920b3fc5a56cb15557516151f64e Worksheet: https://www.teacherspayteachers.com/Product/Homonym-Time-1806923?st=bc56920b3fc5a56cb15557516 	

		<p>and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p>	<p>e m o n s t r a t e u n d e r s t a n d i n g o f b a s i c v o c a b u l a r y w o r d s a n d t h e i r m e a n i n g s b u t u t i l i z i n g t h e</p>	<ul style="list-style-type: none"> • Class Discussion • Vocabulary picture match • Vocabulary word art 	<p>Li br ar y (I R A)</p> <ul style="list-style-type: none"> • I Kn ow a La dy (I R A) • M y St e p s (I R A) • Al i c i a ' s H a p p y D a y (I R A) • Th e L i t t l e H o u s e (I R A) • M a r 	<p>151f64e</p>
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			m i n s i m p l e s e n t e n c e s.		ket Da y (I R A)	
Assessment	Exit ticket: L.VL.K.2.A - Draw a picture of one of the vocabulary words from the lesson. Draw a picture of both meanings (ex. Pull up the cover and cover your head)					
Week 4: Sharin g The Earth: Animal s	L.KL.K .1.D (With prompting and support) ▪ Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	1. St u d e n t s w i l l b e a b l e t o c o r r e c t l y i d e n t i f y a n d u s e p r e p o s i t i o n s	<ul style="list-style-type: none"> • Shared Reading/Interactive Read Aloud • Think-Pair-Share • Conversation Starters • Class Discussion • Emergent and decodable readers • Locate prepositions in decodable readers 	<ul style="list-style-type: none"> • Rain (I R A) • Actual Size (I R A) • Elephants Swim (I R A) • Every Autumn Comes 	<ul style="list-style-type: none"> • Preposition worksheet: https://www.teacherspayteachers.com/Product/PREPOSITIONS-OF-PLACE-WORKSHEET-6578959?st=d3f7ce7631876c59d6e36b8554af26fa • Interactive Visual Book 1: https://www.teacherspayteachers.com/Product/Farm-Preposition-Interactive-Visual-Book-4533343?st=0d311c228cda86fe40e7e3a354ee99c2 • Interactive Visual Book 2: https://www.teacherspayteachers.com/Product/Who-Is-Under-The-Umbrella-A-preposition-interactive-book-633240?st=0d311c228cda86fe40e7e3a354ee99c2 • Writing Prepositions (Bugs): https://www.teacherspayteachers.com/Product/Bug-Prepositions-623531?st=0d311c228cda86fe40e7e3a354ee99c2 • Winter Preposition: https://www.teacherspayteachers.com/Product/Winter-Prepositions-Spatial-Concepts-NO-PREP-Speech-therapy-printable-activity-7667763?st=0d311c228cda86fe40e7e3a354ee99c2 	L.RF.K .4 Read emergent-reader texts

	<p>(decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p>	<p>ns in speaking sentences with sufficient support.</p> <p>2. Students will be able to actively participate in activities</p>	<p>the Bear (IRA)</p> <ul style="list-style-type: none"> • Look Out! (SR) • Alligator Hide and Seek (SR) • Up in the Cloud Forest (SR) • In the Arctic (SR) 	
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			ti es th at re in fo rc e th e us e of pr e p os iti o ns in v ar io us c o nt e xt s.			
			3. St u d e nt s w ill b e a bl e to re a d a n			

			d c o m p r e h e n d g r a d e- le v el t e x t w i t h a p p r o p r i a t e a c c u r a c y a n d f l u e n c y, d e m o n s t r a t i n			
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			g u n d e r s t a n d i n g o f t h e t e x t .			
Assessment	Exit Ticket: L.KL.K.1.D - complete a sentence by filling in the blank with a correct preposition (include a picture for reference). Ex: The cat is _____ the box.					

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
Identify and manipulate individual sounds in spoken words (phonemes).	phonics lessons,	decodable readers
Read grade-level text with appropriate speed, accuracy, and expression.	previous practice with reading decodables	decodable readers

Ask and answer questions about key details in a story	who, what, where, when, why activities	drawing pictures
Participate in group discussions by sharing ideas and listening to others.	Class discussions	class discussions
Identify the main topic and key details in an informational text.		drawing pictures
Describe characters and their actions in a story.		class discussions, drawing pictures
Identify the setting of a story		Drawing pictures, worksheets
Use context to determine the meaning of unknown words.		vocabulary picture match, word art

Career Awareness, Exploration, Preparation, and Training

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

Life Literacies & Key Skills

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Interdisciplinary Connections

	Ask questions based on observations to find more information about the designed world.
ELA.W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
ELA.W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.