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_HleiGp05CvC55n8iVfFJg OqD3F9

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

Dec emb er	Week 1: Noticin g the Way the World Looks - Colors	 L.RF.K.1.A-D 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. L.RF.K.4 Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) or ally 	 I I ca n re co gn iz e th e fir st w or d in a se nt en ce . I ca n un de rst an d th at th e 	 Thin k-Pair Shar e Shar ed Read ing/I ntera ctive Read Alou d Con versa tion Start ers Clas s Disc ussio n Bud dy Read ing Eme 	 W ha t C ol or is N at ur e? (I R A) Ca t's C ol or s C ol or s (I R A) Re d is a Dr ag on (I R A) 	 Emergent Reader Texts https://www.teachers payteachers.com/Pro duct/Color-Word- Emergent-Readers- with-Sight-Words- Bundle- 2081534?st=2e4cd30 b12015507c58a263f 317a24bc 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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ASSES SMEN T	• Exit Ticket: RL.CR.K.1 answer a who, what. Wh			-	-
Week 3: Holida ys Around the World	RI.CR.K.1 • ask about key details in informational text (e.g. who, what, when, where, why, how) with prompting and support • answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support L.KL.K.1.A (With prompting and support) Use frequently occurring nouns and verbs.	 St ud en ts wi ll be ab le to as k an d an s w er qu es tio ns ab ou t ke y de tai ls in an in an in fo r m ati on al te xt to de 	 Thin k-Pair Shar e Shar ed Read ing/I ntera ctive Read Alou d Con versa tion Start ers Clas s Disc ussio n Revi ew anch or chart on quest ion word s Sho w vide os of 	• Re ad in g M inii Le ss on : R M L 1- 3 W A R. U 5	 The Night Before Christmas It's Christmas! By Richard Sebra (Get Epic) Holidays: Christma By Rebecca Pettifor (Get Epic) Together For Kwanzaa By Juwanda G. Ford We Celebrate Kwanzaa in Winter By Rebecca Felix Holidays Around th World: Celebrate Kwanzaa By Carolyn Otto The Night Before Hanukkah By Natasha Wing Holidays Around The World: Celebrate Hanukkal By Deborah Heiligman Happy Holidays!: Hanukkah By Rebecca Sabelko

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ASS	• 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.
SME T	• L.KL.K.1.A - Circle the nouns in a list, circle the picture that shows a verb (someone riding a bike, jumping, etc)

1: Explori Jan ng uar Fiction y and Nonfict ion	RL.CR.K.1 • 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	1. I ca n ask an d ans we r qu est ion s ab out ke y det ail s in	 Shared Reading/Interactive Read Aloud Think-Pair-Share Conversation Starters Class Discussion Review Book parts anchor chart Extension Activities 	 Ca ps for Sal e (IR A) Pig gie s (IR A) Go od Mo rni ng, Chi ck 	
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ASSES • Exit Ticket: RL.CR.K	a tex t	will write a one word response	(IR A)
		 will write a one word response or why question about the stor 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 	-

			will write a one word response or why question about the sto	ry.	to Wa Dr am a Wa
3: Martin Luther King Lr	n understanding of d aloud or on presented orally h other media by d answering about key details esting clarification ing is not	est ion s ab out ke y det ail s in a sto ry, inf or ma tio nal tex t, or so me thi ng I see or he ar	 Shared Reading/Interactive Read Aloud Think-Pair-Share Conversation Starters Class Interactive anchor chart on Dr. King Dr. King activities (worksheets) 		ld By Yana Ree Ki g Be A Ki g, Di M tir Lu he Ki g Jr Di an an Ya By Calo Bo to W

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ASSES SMEN T	• Exit ticket: SL.II.K.2 - explanation of why		ure of your favorite part of the	story and give	
4: Having Fun With Langua ge • Re text incl to-co corn with acco	CL.K.1.B ith prompting and port) orm regular plural nouns lly by adding -s or -es g., dog, dogs; wish, hes). CF.K.4 ead emergent-reader ts (decodable texts, luding words with one- one letter-sound respondences) orally h sufficient decoding uracy to support nprehension.	 Stu de nts wil be abl e to for m reg ula r plu ral no un s by ad din g - s or -es to wo rds wh en spe aki ng Stu de nts wil 	 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.teacherspa yteachers.com/Product/ Emergent-Readers-Set- for-January-New- Years- 2257242?st=8a7632921 50ad9ff6bfb9d07e72d1 dc7 Worksheets on adding s and es to nouns 	 Cre ak! Sai d The Be d (IR A) Rat tlet rap Car (IR A) Ma x Fou nd Tw o Stic ks (IR A) Ch arli e Par ker Pla yed Be Bo p (IR A) 	 M. of da B M. of da B M. of B M. of B C. ey R er S. ey R er S. ey R er S. ey S. e

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Assess					ne of the vocabulary words from the lesson. Draw
ment	a picture	of both me	anings (ex. Pu	ll up the co	ver and cover your head)
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	.1.D	u	• Shared Readin	in	https://www.teacherspayteachers.com/Prod
	avr.1	d	g/Intera		uct/PREPOSITIONS-OF-PLACE-
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Sharin	most	e	Share	Si	uct/Farm-Preposition-Interactive-Visual-
g The	frequent	a 1		ze	Book-
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	ions	or	Discuss	ep	uct/Who-Is-Under-The-Umbrella-A-
	(e.g., to,	re	ion	ha	preposition-interactive-book-
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Assess Exit Tic	ket: L.KL.K.1.D - comple	ete a sentence by filling in the blank with a correct preposition
ment (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

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.Cl.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

	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.