

# 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**

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

December	Week 1: Noticing the Way	L.RF.K.1.A-D	1. I can recognize	<ul style="list-style-type: none"> <li>• Think-Pair</li> </ul>	<ul style="list-style-type: none"> <li>• What Color</li> </ul>	<ul style="list-style-type: none"> <li>• Emergent Reader Texts  <a href="https://www.teacherspayteachers.com/Product/Color-">https://www.teacherspayteachers.com/Product/Color-</a> </li> </ul>
----------	--------------------------	--------------	--------------------	--	--	---

<p>the World Looks - Colors</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> <p>L.RF.K.4</p> <ul style="list-style-type: none"> <li>Read emergent-reader texts (decodable texts, including words</li> </ul>	<p>e the first word in a sentence .</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 recognize and name all</p>	<p>Share</p> <ul style="list-style-type: none"> <li>Shared Reading /Interactive Read Aloud</li> <li>Conversation Starters</li> <li>Class Discussion</li> <li>Buddy Reading</li> <li>Emergent Reader Texts</li> <li>Decodable Texts</li> </ul>	<p>r is Nature? (IRA)</p> <ul style="list-style-type: none"> <li>Cat's Colors (IRA)</li> <li>Red is a Dragon (IRA)</li> <li>Dog's Colorful Day (IRA)</li> <li>The Mixed Up Chameleon (IRA)</li> <li>Mary Wore Her Red Dress (IRA)</li> <li>A Rainbow of Fruit</li> </ul>	<p><a href="https://www.teacherspayteachers.com/Product/Word-Emergent-Readers-with-Sight-Words-Bundle-2081534?st=2e4cd30b12015507c58a263f317a24bc">Word-Emergent-Readers-with-Sight-Words-Bundle-2081534?st=2e4cd30b12015507c58a263f317a24bc</a></p> <ul style="list-style-type: none"> <li>The Day the Crayons Quit by Drew Daywalt</li> <li>Brown Bear, Brown Bear, What Do You See? By Bill Martin Jr.</li> <li>Color Zoo by Lois Ehlert</li> </ul>
---------------------------------	--	---	---	--	--

		with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	of the uppercase and lowercase letters in the alphabet. 5. I can read emergent - reader texts with accuracy and demonstrate comprehension by discussing key details and answering questions about the text.	(SR)	
--	--	--	--	------	--

			<p>6. I can read simple words and sentences out loud and understand what they mean</p> <p>7. I can understand that the letters I hear in words are the same letters I see when reading.</p>			
ASSESSMENT	Exit Ticket: L.RF.K.1.A-D - Find 3 upper and lowercase letters within an emergent reader/decodable text					
Week 2: Eric Carle -	RL.CR.K.1 <ul style="list-style-type: none"><li>ask</li></ul>	1. I can ask and	<ul style="list-style-type: none"><li>Think-Pair</li></ul>	<ul style="list-style-type: none"><li>From</li></ul>	<ul style="list-style-type: none"><li>Tree Hole Homes by Melissa Stewart</li></ul>	



	<p>Exploring the Natural World</p>	<p>about key details in a literary text (e.g. who, what, when, where, why, how) with prompting and support</p> <ul style="list-style-type: none"> <li>▪ answer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support</li> </ul> <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 questions about key details and requesting clarification</p>	<p>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 media, demonstrate</p>	<p>Share</p> <ul style="list-style-type: none"> <li>• Shared Reading /Interactive Read Aloud</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Review anchor chart on question words</li> </ul>	<p>Head to Toe (IRA)</p> <ul style="list-style-type: none"> <li>• Does a Kangaroo Have a Mother, Too? (IRA)</li> <li>• Slowly, Slowly, Slowly Said the Sloth (IRA)</li> <li>• Have You Seen My Cat? (IRA)</li> <li>• The Mixed Up Chameleon (IRA)</li> <li>• 1, 2, 3, To The</li> </ul>	<ul style="list-style-type: none"> <li>• Ribbit! By Rodrigo Folgueira</li> </ul>
--	------------------------------------	--	--	---	---	--

	if something is not understood.	ating their understanding and engagement with the material		Zoo (IRA) • Bear Snores On (SR)	
ASSESSMENT	• 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	<p>RI.CR.K.1</p> <ul style="list-style-type: none"> <li>ask about key details in informational text (e.g. who, what, when, where, why, how) with prompting and support</li> </ul>	<p>1. Students will be able to ask and answer questions about key details in an informational text to demonstrate their understanding of the content</p>	<ul style="list-style-type: none"> <li>Think-Pair Share</li> <li>Shared Reading/Interactive Read Aloud</li> <li>Conversation Starters</li> <li>Class Discussion</li> <li>Review anchor chart on question words</li> <li>Show videos of each different holiday</li> <li>Interacti</li> </ul>	<ul style="list-style-type: none"> <li>Reading Mini Lesson: RML 1-3 WAR.U 5</li> </ul>	<ul style="list-style-type: none"> <li>The Night Before Christmas</li> <li>It's Christmas! By Richard Sebra (Get Epic)</li> <li>Holidays: Christmas By Rebecca Pettiford (Get Epic)</li> <li>Together For Kwanzaa By Juwanda G. Ford</li> <li>We Celebrate Kwanzaa in Winter By Rebecca Felix</li> <li>Holidays Around the World: Celebrate Kwanzaa By Carolyn Otto</li> <li>The Night Before Hanukkah By Natasha Wing</li> <li>Holidays Around The World: Celebrate Hanukkah By Deborah Heiligman</li> <li>Happy Holidays!: Hanukkah By Rebecca Sabelko</li> </ul>

		<p>r questi ons about key detail s (e.g. who, what, when, where , why and how) with prom pting and suppo rt</p> <p>L.KL.K.1.A  (With prompting and support)</p> <p>Use frequently occurring nouns and verbs.</p>	<p>ent</p> <p>2. Stud ents will be able to use com mon noun s and verb s in their spea king and writi ng with guid ance and supp ort.</p>	<p>ve anchor charts on nouns and verbs</p>		
	ASSESS MENT	<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.KL.K.1.A - Circle the nouns in a list, circle the picture that shows a verb (someone riding a bike, jumping, etc)</li> </ul>				

Janu ary	1: Explorin g Fiction and Nonfictio n	RL.CR.K. 1  ▪ ask about key details in a	1. I can ask and answ er quest	<ul style="list-style-type: none"> <li>• Shared Reading/Interactive Read Aloud</li> <li>• Think-Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>• Caps for Sale (IRA)</li> <li>• Piggie</li> </ul>	
-------------	--	---	---	---	---	--

	<p>literary text (e.g. who, what, when, where, why, how) with prompting and support</p> <p>▪ answer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support</p>	<p>ions about key details in a text</p>	<ul style="list-style-type: none"> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Review Book parts anchor chart</li> <li>• Extension Activities</li> </ul>	<p>s (IRA)</p> <ul style="list-style-type: none"> <li>• Good Morning, Chick (IRA)</li> </ul>	
ASSESSMENT	<ul style="list-style-type: none"> <li>• 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.</li> </ul>				
2: Exploring Fiction and Nonfiction	<p>RI.CR.K.1</p> <p>▪ ask about key details in informational text (e.g. who, what, when, where, why, how) with prompting and support</p> <p>answer questions</p>	<p>1. Students will be able to ask and answer questions about key details in an informational text to demo</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 (ex. What do we do when we are sad, angry, etc)</li> <li>• Emergent reader texts about feelings and emotions</li> <li>• Share the reading pointer</li> </ul>	<ul style="list-style-type: none"> <li>• Hats, Hats, Hats (IRA)</li> <li>• All Pigs Are Beautiful (IRA)</li> <li>• Chickens Aren't the Only Ones (IRA)</li> </ul>	

	about key details (e.g. who, what, when, where, why and how) with prompting and support	strategies their understanding of the content			
ASSESSMENT	<ul style="list-style-type: none"> <li>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.</li> </ul>				
3: Martin Luther King Jr.	SL.II.K.2 <ul style="list-style-type: none"> <li>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.</li> </ul>	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. <ul style="list-style-type: none"> <li>I can answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Shared Reading/Interactive Read Aloud</li> <li>Think-Pair-Share</li> <li>Conversation Starters</li> <li>Class</li> <li>Interactive anchor chart on Dr. King</li> <li>Dr. King activities (worksheets)</li> </ul>		<ul style="list-style-type: none"> <li>We Dream a World By Yolanda Renee King</li> <li>Be A King, Dr. Martin Luther King Jr's Dream and You By Carole Boston Weathersford</li> <li>I Have a Dream By Dr. Martin Luther King</li> </ul>

			to show my understanding of a text read aloud or presented through other media.			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-reader texts (decodable texts, including	1. Students will be able to form regular plural nouns by adding -s or -es to words when speaking  2. Students will be able to read com	<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 anchor chart for adding endings to nouns (rule for which ending to use)</li> <li>• Emergent reader texts <a href="https://www.teacherspayteachers.com/Product/Emergent-Readers-Set-for-January-New-Years-2257242?st=8a763292150ad9ff6bfb9d07e72d1dc7">https://www.teacherspayteachers.com/Product/Emergent-Readers-Set-for-January-New-Years-2257242?st=8a763292150ad9ff6bfb9d07e72d1dc7</a></li> <li>• Worksheets on adding s and es to nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Creak! Said The Bed (IRA)</li> <li>• Rattle trap Car (IRA)</li> <li>• Max Found Two Sticks (IRA)</li> <li>• Charlie Parker Played Be Bop (IRA)</li> </ul>	<ul style="list-style-type: none"> <li>• Moolida's Bad Mood By Corey Rosen Schwartz</li> <li>• Roadwork By Sally Sutton</li> <li>• Mr. Brown Can Moo! Can You? By Dr. Seuss</li> <li>• The Bunnies Are Not In Their Beds</li> </ul>	

	words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	mon high-frequency words by sight and demonstrate understanding of basic print concepts		By Marisabina Russo  • Tap Tap Boom Boom By Elizabeth Blumle
ASSESSMENT	• Exit ticket: L.KL.K.1.B - Students add -s or -es to the end of words			

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

can tell where the story happens (setting)

3.

I can tell what big things happen (major

role Finds A Voice (IRA)

- Ruby the Copycat (IRA)

- I Like Me! (IRA)

- Emily, the Cat Who Thought She Was a Dog (S



			e v e n t 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><a href="#">RL.IT.K.3</a></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"> <li>• Ask and answer questions in order to seek help, get information, or clarify</li> </ul>	<p>1. Student will be able to identify the key details in a narrative</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>• Picture walk</li> </ul>			<ul style="list-style-type: none"> <li>• I Promise by Lebron James <a href="https://www.youtube.com/watch?v=K0lK GohjCnM">https://www.youtube.com/watch?v=K0lK GohjCnM</a></li> <li>• I Am Enough by Grace Byers <a href="https://www.youtube.com/watch?v=a_l4je ZH84k">https://www.youtube.com/watch?v=a_l4je ZH84k</a></li> <li>• Hair Love by Matthew A. Cherry <a href="https://www.youtube.com/watch?v=H6Iw3gmX39Y&amp;list=PL0PE1OVfRIs3TGHEqat4XRytGKfuXO-Us&amp;index=2">https://www.youtube.com/watch?v=H6Iw3gmX39Y&amp;list=PL0PE1OVfRIs3TGHEqat4XRytGKfuXO-Us&amp;index=2</a></li> <li>• Ambitious Girl by Meena Harris <a href="https://www.youtube.com/watch?v=79qe2pnJzZ0">https://www.youtube.com/watch?v=79qe2pnJzZ0</a></li> </ul>

		something that is not understood.	. 2. Students will be able to explain how the detailed supports remain to picture ideas. 3. Student			
--	--	-----------------------------------	---	--	--	--

nt  
s  
w  
ill  
b  
e  
a  
bl  
e  
e  
to  
re  
te  
ll  
in  
fo  
r  
m  
at  
io  
n  
fr  
o  
m  
th  
e  
te  
xt  
in  
th  
ei  
r  
o  
w  
n  
w  
or  
ds  
.

4. St  
u  
d  
e  
nt  
s  
w  
ill  
b  
e  
a  
bl

e to c ol la b or at e w it h p ee rs to sh ar e id ea s a n d in fo r m at io n.

5. St u d e nt s w ill b e a bl e to li st e n

			actively to others and responsibly.			
ASSESSMENT	<ul style="list-style-type: none"> <li>Exit Ticket: <a href="#">RI.IT.K.3</a> - Compare and contrast two characters in a story</li> </ul>					
Week 3: Living and Working Together: Community	L.VL.K.2.A (With prompting and support) <ul style="list-style-type: none"> <li>Identify new meanings for familiar words and apply them accurately</li> </ul>	1. Students will be able to demonstrate	<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>Firm and Small (IR A)</li> <li>Lo la At The Library</li> </ul>	<ul style="list-style-type: none"> <li>SS Magazine: Community Helpers</li> <li>Picture Game:  <a href="https://www.teacherspayteachers.com/Product/Free-ESL-Games-HomographsHomonyms-Literacy-Game-Find-Your-Match-1706252?st=bc56920b3fc5a56cb15557516151f64e">https://www.teacherspayteachers.com/Product/Free-ESL-Games-HomographsHomonyms-Literacy-Game-Find-Your-Match-1706252?st=bc56920b3fc5a56cb15557516151f64e</a> </li> <li>Worksheet:  <a href="https://www.teacherspayteachers.com/Product/Homonym-Time-1806923?st=bc56920b3fc5a56cb15557516151f64e">https://www.teacherspayteachers.com/Product/Homonym-Time-1806923?st=bc56920b3fc5a56cb15557516151f64e</a> </li> </ul>	

	<p>ely (e.g., knowin g duck is a bird and learning the verb to duck)</p>	<p>tr at e u n d er st a n di n g of b as ic v o ca b ul ar y w or ds a n d th ei r m ea ni n gs b y ut ili zi n g th e m in si m</p>	<ul style="list-style-type: none"> <li>• Vocabu lary picture match</li> <li>• Vocabu lary word art</li> </ul>	<ul style="list-style-type: none"> <li>(I R A)</li> <li>• I Kn ow a La dy (I R A)</li> <li>• M y St ep s (I R A)</li> <li>• Al ici a's Ha pp y Da y (I R A)</li> <li>• Th e Lit tle Ho us e (I R A)</li> <li>• M ar ket Da y (I</li> </ul>	
--	--	---	---	--	--

			pl e se nt e n ce s.		R A)	
Assess ment	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 prompti ng and support )  ▪ Use the most frequen tly occuri ng preposit ions (e.g., to, from, in, out, on, off, for, of, by, with).	1. St u d e nt s w ill b e a bl e to  c or re ct ly id e nt if y a n d us e pr e p os iti o ns in sp o	<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>• Emergent and decodable readers</li> <li>• Locate prepositions in decodable readers</li> </ul>	<ul style="list-style-type: none"> <li>• Rain (I R A)</li> <li>• Actual Size (I R A)</li> <li>• Elephants Swim (I R A)</li> <li>• Every Autumn Comes the Bear (I</li> </ul>	<ul style="list-style-type: none"> <li>• Preposition worksheet: <a href="https://www.teacherspayteachers.com/Product/PREPOSITIONS-OF-PLACE-WORKSHEET-6578959?st=d3f7ce7631876c59d6e36b8554af26fa">https://www.teacherspayteachers.com/Product/PREPOSITIONS-OF-PLACE-WORKSHEET-6578959?st=d3f7ce7631876c59d6e36b8554af26fa</a></li> <li>• Interactive Visual Book 1: <a href="https://www.teacherspayteachers.com/Product/Farm-Preposition-Interactive-Visual-Book-4533343?st=0d311c228cda86fe40e7e3a354ee99c2">https://www.teacherspayteachers.com/Product/Farm-Preposition-Interactive-Visual-Book-4533343?st=0d311c228cda86fe40e7e3a354ee99c2</a></li> <li>• Interactive Visual Book 2: <a href="https://www.teacherspayteachers.com/Product/Who-Is-Under-The-Umbrella-A-preposition-interactive-book-633240?st=0d311c228cda86fe40e7e3a354ee99c2">https://www.teacherspayteachers.com/Product/Who-Is-Under-The-Umbrella-A-preposition-interactive-book-633240?st=0d311c228cda86fe40e7e3a354ee99c2</a></li> <li>• Writing Prepositions (Bugs): <a href="https://www.teacherspayteachers.com/Product/Bug-Prepositions-623531?st=0d311c228cda86fe40e7e3a354ee99c2">https://www.teacherspayteachers.com/Product/Bug-Prepositions-623531?st=0d311c228cda86fe40e7e3a354ee99c2</a></li> <li>• Winter Preposition: <a href="https://www.teacherspayteachers.com/Product/Winter-Prepositions-Spatial-Concepts-NO-PREP-Speech-therapy-printable-activity-7667763?st=0d311c228cda86fe40e7e3a354ee99c2">https://www.teacherspayteachers.com/Product/Winter-Prepositions-Spatial-Concepts-NO-PREP-Speech-therapy-printable-activity-7667763?st=0d311c228cda86fe40e7e3a354ee99c2</a></li> </ul>	L.RF.K .4  Read emerge nt- reader texts (decoda ble texts, includin

		<p>g words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p>	<p>k e n se nt e n ce s w it h su p p or t.</p> <p>2. Student will be able to actively help participate in activities that</p>		<p>R A)</p> <ul style="list-style-type: none"> <li>• Look Out! (S R)</li> <li>• Alligator Hide and Seek (S R)</li> <li>• Up in the Cloud Forest (S R)</li> <li>• In the Arctic (S R)</li> </ul>	
--	--	---	--	--	---	--



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

			pr e h e n d g r a d e- le v el te xt w it h a p pr o pr ia te ac c ur ac y a n d fl u e n c y, d e m o ns tr at in g u n d			
--	--	--	--	--	--	--

			er st a n di n g of th e te xt .		
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	Class discussions	class discussions

listening to others.		
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**

---

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.  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.