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 page. 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 saletters. 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 on sound correspondences) orally with sufficient decoding accuracy to support to support to the support of the supp		
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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 d	loes asking	questions a	bout a stor	y help us ur	nderstand wha	t is happenii	ng in the text?	
4). Why is	s it importa	nt to share o	our ideas a	nd listen to	others when w	ve talk in gro	oups?	
5). What 1	new inform	ation can w	e learn fro	m reading in	nformational t	exts, and ho	w can it make ı	us curious?
6). How d	o the rules	of grammar	help us ex	kpress our th	noughts clearly	y when we v	write or speak?	
7). How d	o the chara	cters and se	tting of a s	story help us	s understand it	ts message a	and connect wit	h it personally?
8). What l	xey details	in informati	onal texts	can help us	understand in	nportant con	cepts about the	world?
9). Why is	s having a s	trong vocat	oulary impo	ortant for ur	nderstanding v	vhat we reac	l and for sharin	g our ideas?
10). How	do complet	e sentences	help us co	ommunicate	our ideas in a	clear and or	rganized way?	
11). How	does askinį	g and answe	ering quest	ions after lis	stening help u	s become be	etter learners an	d listeners?
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(can be multiple standards)

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asking and answering othe (IRA)		- 1	-		(IRA	

	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	to answ	ver a who, wha	t. Where, when		word response or draw a picture ion about the story.
Week 3: Holidays Around the World	• ask about key detail s in infor matio nal text (e.g. who, what, when, where , why, how) with prom pting and suppo rt	1. Stud ents will be able to ask and ans wer ques tions abou t key detai ls in an infor mati onal text to dem onstr	 Think-Pair Share Shared Reading /Interact ive Read Aloud Convers ation Starters Class Discuss ion Review anchor chart on question words 	• Read ing Mini Less on: RM L 1-3 WA R.U 5	 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

		ding of the cont	differen t holiday		 Happy Holidays!: Hanukkah By Rebecca Sabelko
	answe	ent	• Interacti		
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	Use				
	frequently .				
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ASSESS					word response or draw a pictur ion about the story.
MENT		K.1.A - Circle a bike, jumpi		list, circle the p	icture that shows a verb (some

Janu 1	1: RL.CR.K.	1. I can	Shared Reading/Interactive	• Caps	
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ary	Explorin	1	ask	Read Aloud	for
	g Fiction	1	and	T1 ' 1 D ' C1	Sale
	and	ask	answ	• Think-Pair-Share	(IRA)
		about key details in a	er	 Conversation Starters 	pia sia
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		literary	ions	 Class Discussion 	S
		text (e.g.	about	• Class Discussion	(IRA)
		who,	key	 Review Book parts anchor 	o Cond
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		where,	text	 Extension Activities 	ng,
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		with			(IRA)
		prompting			
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		prompting			
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		support			
	ASSESS	• Exi	t Ticket: RL.C	CR.K.1 - Students will write a one word	response or draw a picture to
	MENT	ans	wer a who, wh	nat. Where, when, or why question about	at the story.
		RI.CR.K.1	1. Stude	Shared Reading/Interactive	• Hats,
			nts	Read Aloud	Hats,
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	g Fiction	(e.g. who,	answ	Class Discussion	Are
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	Nonfictio	when,	quest	Chart (ex.What do we do when	ful
	n	where,	ions	we are sad, angry, etc)	(IRA)
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		matio		Ones	
	answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support	nal text to demo nstrat e their under stand ing of the conte nt		(IRA)	
ASSESS MENT	1		R.K.1 - Students will write a one word at. Where, when, or why question about	-	aw a picture
3: Martin Luther King Jr.	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	1. I can ask quest ions about key detail s in a story, infor matio nal text, or some thing I see or hear to make sure I under stand	 Shared Reading/Interactive Read Aloud Think-Pair-Share Conversation Starters Class Interactive anchor chart on Dr. King Dr. King activities (worksheets) 		We Drea a Word By Yola da Reno King Dr. Marking Jr's Drea and You By Caro Bost Weal erford word was a serious weal and the control of the caro bost weal and the caro bost weal are for the caro bost weal and the caro bost weal and the caro bost weal and the caro bost weal are for the caro bost weal and the caro bost was a serious was a seri

		stand ing of a text read aloud or prese nted throu gh other medi			Daddy, Dr. Martir Luther King Jr. By Martir Luther King
ASSESS MENT		a. ticket: SL.II.F	X.2 - Draw a picture of your favorite pa	rt of the story	and give a
Having or Fun With Language or (edd)	With prompting and upport) Form egular plural aouns prally by dding -s	1. Stude nts will be able to form regul ar plural noun s by addin g -s or -es to word s when speak ing 2. Stude nts	 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 	 Creak ! Said The Bed (IRA) Rattle trap Car (IRA) Max Found Two Sticks (IRA) Charli e Parker Playe d Be Bop (IRA) 	 Mooting da's Bad Mood By Corey Roser Schwartz Roadwork By Sally Sutton Mr. Brown Can Moo! Can You? By Disseuss

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	xit ticket: L.KL	.K.1.B - Students add -s or -es to the end of words	
MENT			

Feb ruar y	ng	settings	1. I ca n te ll w h o th e st or y is a b o ut (c h ar ac te rs	 Readin g/Intera ctive Read Aloud Think-Pair-Share Conver sation Starters Class Discuss ion Picture Walk 	In Th e Po nd (I R A) • Th ree He	 Giraffes Can't Dance by Giles Andreae Not Your Typical Dragon by Dan Bar-el
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Assess			.K.3 - Draw a p	a Do g (S R)	e main character in the story, Draw a picture of the
2:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces	d e nt s w ill b e a bl e to id e nt if y th	 Interact ive Read Aloud Think-Pair-Share Conver sation Starters Class Discuss ion Picture walk 		 I Promise by Lebron James https://www.youtube.com/watch?v=K0lK I Am Enough by Grace Byers https://www.youtube.com/watch?v=a_14jeZH84k Hair Love by Matthew A. Cherry https://www.youtube.com/watch?v=T9qe2pnJzZ0 Ambitious Girl by Meena Harris https://www.youtube.com/watch?v=79qe2pnJzZ0

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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.