

# 01 We Are Readers

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **16-18 Days**  
Status: **Published**

## Essential Questions

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How do readers use both words and illustrations/pictures to understand texts?

How do readers use words and illustrations to retell stories?

How do readers use key details to retell a familiar story or identify the main topic?

## Enduring Understandings

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- There is a relationship between illustrations/ pictures and words.
- Pictures and words about events help tell a story.
- The use of both words and illustrations can be used to retell stories.
- Key details help retell a familiar story or identify the main topic.

## CONTENT AREA STANDARDS

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| LA.RL.K.1   | With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).  |
| LA.RL.K.2   | With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).  |
| LA.RL.K.3   | With prompting and support, identify characters, settings, and major events in a story.   |
| LA.RL.K.4   | Ask and answer questions about unknown words in a text.   |
| LA.RI.K.1   | With prompting and support, ask and answer questions about key details in a text.   |
| LA.RI.K.2   | With prompting and support, identify the main topic and retell key details of a text.   |
| LA.RI.K.3   | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.   |
| LA.RI.K.4   | With prompting and support, ask and answer questions about unknown words in a text.   |
| LA.RI.K.7   | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| LA.RF.K.1.A | Follow words from left to right, top to bottom, and page by page.   |

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| LA.RF.K.1.B | Recognize that spoken words are represented in written language by specific sequences of letters.   |
| LA.RF.K.1.C | Understand that words are separated by spaces in print.   |
| LA.RF.K.1.D | Recognize and name all upper- and lowercase letters of the alphabet.  |
| LA.RF.K.3.A | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.        |
| LA.RF.K.4.A | Read emergent-readers with purpose and understanding.   |
| LA.SL.K.1.A | Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). |
| LA.SL.K.1.B | Continue a conversation through multiple exchanges.   |
| LA.SL.K.4   | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.                                      |
| LA.SL.K.6   | Speak audibly and express thoughts, feelings, and ideas clearly.  |
| LA.L.K.4.A  | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).                      |
| LA.L.K.6    | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.   |

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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| CRP.K-12.CRP1.1  | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1  | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.   |
| TECH.8.1.2.A.CS2 | Select and use applications effectively and productively.   |
| TECH.8.1.2.E.1   | Use digital tools and online resources to explore a problem or issue.   |

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Verbal Assessment (instead of written)

- Multiple choice
- Modified Rubrics
- Performance Based Assessments

### **Summative Assessments**

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Summative assessments can be found in the If/Then curriculum resource.

### **Formative Assessments**

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Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

### **Benchmark Assessments**

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- iXL
- Dibels

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

### **INTERDISCIPLINARY CONNECTIONS**

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- Media Literacy: Readers will use media literacy to develop conversations about the pictures with their partners.

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.