

04 Bigger Books, Bigger Reading Muscles

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

Enduring Understandings

- Readers describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction text.
- Readers identify the reasons an author gives to support points in an informational text.
- Readers describe the basic similarities in and differences between two fiction texts on the same topic.
- Readers have strategies to get to know their characters really well.
- Readers get to know their characters so well that they can pretend to be them.
- Readers can work together in book clubs to perform their books

Essential Questions

1. How can I use what I already know to help gather information from a non-fiction book
2. How do readers identify the reasons an author gives to support points in an informational text?
3. How do readers get to know the characters in their book?
4. How can I read and reread my books to get ready to share them with an audience?

CONTENT AREA STANDARDS

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| 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.4.B | Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word. |
| LA.L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| LA.RF.K.2.A | Recognize and produce rhyming words. |
| LA.RF.K.2.B | Count, pronounce, blend, and segment syllables in spoken words. |
| LA.RF.K.2.C | Blend and segment onsets and rimes of single-syllable spoken words. |
| LA.RF.K.2.D | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) |
| LA.RF.K.2.E | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |

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| 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.3.B | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. |
| LA.RF.K.3.C | Read high-frequency and sight words with automaticity. |
| LA.RF.K.3.D | Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). |
| LA.RF.K.4.B | Read grade level text for purpose and understanding. |
| LA.RI.K.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| 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.RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| 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. |

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

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| 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. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| TECH.8.1.2.A.CS1 | Understand and use technology systems. |
| TECH.8.1.2.A.CS2 | Select and use applications effectively and productively. |

EVIDENCE OF LEARNING

Alternate Assessments

- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark Assessments

- iXL
- Dibels

Summative Assessments

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

Formative Assessments

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

RESOURCES (Instructional, Supplemental, Intervention Materials)

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

- Educational Tech Applications: Readers will use educational applications to record their reading voices so that the teacher can listen for strategies that are being used to decode words.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.