

03 Super Powers

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **21 Days**
Status: **Published**

Essential Questions

1. How can I take what I learn from one book and add it to what I learn from another book about the same topic?
2. What are strategies that readers can use to examine and understand nonfiction texts?
3. How do readers identify basic similarities in and differences between two informational texts on the same topic?
- 4.. How do readers actively engage in group informational reading activities with purpose and understanding?

Enduring Understandings

- Readers can learn more information about a topic by reading more than one book on the topic and thinking about how they teach the same or different information.
- Readers have special strategies to help them understand information books.
- There are similarities and differences between two informational texts on the same topic.
- Readers actively engage in group informational reading activities with purpose and understanding

CONTENT AREA STANDARDS

LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
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.RL.K.10	Actively engage in group reading activities with purpose and understanding.
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.RI.K.10	Actively engage in group reading activities with purpose and understanding.

LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.RF.K.1.C	Understand that words are separated by spaces in print.
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.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.C	Read high-frequency and sight words with automaticity.
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.2.B	Recognize and name end punctuation.
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)

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.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.

TECH.8.1.2.A.CS1

Understand and use technology systems.

EVIDENCE OF LEARNING

Alternate Assessments

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

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.

Benchmark Assessments

- iXL
- Dibels

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

- Media Literacy: Readers will use media literacy to sing songs that are associated with their Reading Super Powers.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.