

Reading: Informational Text Grade K

Stage 1 Desired Results

ESTABLISHED GOALS:	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to make sense of information and share what they learned.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
	- effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - word analysis and decoding skills are foundational for success as a reader. - fluent readers accurately process print with expression at an appropriate rate. - students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	<i>What is this topic really about?</i>
<i>Acquisition</i>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	- that key details are an important part of a text. - that illustrations/diagrams can be used to increase understanding of the text. - that words are separated by spaces in print. - that authors write texts and illustrators create the pictures for the texts.	- following words from left to right, top to bottom, and page by page. - recognizing and naming all upper- and lowercase letters of the alphabet. - recognizing and producing rhyming words. - counting, pronouncing, blending, and segmenting syllables in spoken words. - blending and segmenting onsets and rimes of single syllable spoken words. - isolating and pronouncing the initial, medial vowel, and final phonemes in three-phoneme (consonant-vowel-consonant, or CVC) words.

● RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. ● RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <u>Range of Reading and Level of Text Complexity</u> ● RI.K.10 Actively engage in group reading activities with purpose and understanding. <u>Vocabulary Acquisition and Use</u> ● L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. ● L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. ● L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		(This does not include CVCs ending with /l/, /r/, or /x/.) ● adding or substituting individual phonemes in simple, one -syllable words to make new words. ● demonstrating basic knowledge of one -to -one letter - sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. ● associating the long and short sounds with the common spellings (graphemes) for the five major vowels. ● reading common high -frequency words by sight. ● distinguishing between similarly spelled words by identifying the sounds of the letters that differ. ● asking and answering questions before, during, and after reading a text with prompting and support. ● asking and answering questions (who, what, where, when, why, how) about a text with prompting and support. ● retelling the key details of a text with prompting and support. ● identifying and defining the main topic with prompting and support. ● identifying individuals, events, ideas, or pieces of information in a text with prompting and support. ● describing a connection between two individuals, events, ideas, or pieces of information in a text with prompting and support. ● identifying unknown words in a text. ● asking and answering questions about unknown words in a text. ● identifying the front cover, back cover, and title page of a book. ● naming the author and illustrator of a text. ● defining the role of the author and illustrator in presenting the ideas or information in a text.
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		● matching the illustration with the text. ● extracting information from simple diagrams (with prompting and support). ● describing 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), with prompting and support. ● identifying the main points the author makes in a text. ● identifying the author's reasons that support the main points with prompting and support. ● identifying how two texts on the same topic are alike and how they are different with prompting and support. ● actively engaging in group reading activities with purpose and understanding. ● identifying new meanings for familiar words and applying them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). ● using the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. ● sorting common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. ● demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites. ● identifying real-life connections between words and their use (e.g., note places at school that are colorful). ● distinguishing shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. ● using new words and phrases when speaking and writing.
Content Area Literacy Standards		21st Century Skills
not applicable		● <i>communicate clearly</i> ● <i>access and evaluate information</i>

	• <i>make judgements and decisions</i> • <i>collaborate with others</i>
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Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
● 1.OA.1 Use	● 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
● 1.OA.1 Use	