

Reading: Literature 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 stories they hear and share their own.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - effective readers use a variety of strategies to make sense of key ideas and details presented in text. - analyzing texts for structure, purpose, and viewpoint allows an effective 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.	ESSENTIAL QUESTIONS <i>How do I remember what I read?</i>
	<i>Acquisition</i>	
<u>Competencies:</u> <i>Students will demonstrate the ability to read and interpret increasingly complex literary print and non-print texts for pleasure and enrichment in order to make meaning of text.</i> <u>Content Standards:</u> <u>Print Concepts</u> - RF.K.1 Demonstrate understanding of the organization and basic features of print. <u>Phonological Awareness</u> - RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <u>Phonics and Word Recognition</u> - RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. <u>Fluency</u> - RF.K.4 Read emergent-reader texts with purpose and understanding. <u>Key Ideas and Details</u> - RL.K.1 With prompting and support, ask and answer questions about key details in a text. - RL.K.2 With prompting and support, retell familiar stories, including key details. - RL.K.3 With prompting and support, identify characters, settings, and major events in a story. <u>Craft and Structure</u> - RL.K.4 Ask and answer questions about unknown words in a text. - RL.K.5 Recognize common types of texts (e.g. storybooks, poems). - 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. <u>Integration of Knowledge and Ideas</u> - 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). - RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>Students will know...</i> - that narratives are written for a specific purpose: to entertain or share a story. - that illustrations/diagrams can be used to increase understanding of text. - that words are separated by spaces in print. - that authors write texts and illustrators create the pictures for the texts. <i>Students will be skilled at...</i> - 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.	

<u><i>Range of Reading and Level of Text Complexity</i></u> ● RL.K.10 Actively engage in group reading activities with purpose and understanding. <u><i>Vocabulary Acquisition and Use</i></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 about a text (who, what, where, when, why, and how) with prompting and support. ● retelling stories using key details with prompting and support. ● identifying key details (characters, setting, and major events) in a story that they have listened to with prompting and support. ● identifying unknown words in a text. ● asking and answering questions about unknown words in a text. ● explaining that some texts look the same and some look different. ● recognizing when a text is a storybook, poem, or play. ● naming the author and illustrator of the story. ● defining the role of the author and illustrator in telling the story. ● identifying the part of a story shown by the illustration.
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		• explaining how illustration can help understand the story. • describing the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), with prompting and support. • describing the adventures and experiences of characters in a story. • telling how the adventures and experiences of characters are alike. • comparing and contrasting the adventures and experiences of characters in familiar stories, 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>think creatively</i> • <i>communicate clearly</i> • <i>reason effectively</i>

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| | <ul style="list-style-type: none">• <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	