

Kindergarten Reading Units of Study

Unit Title	Overview	Length of Unit
<p style="text-align: center;">Unit 1 Author/Illustrator and Illustration/Text Study</p>	<p>The purpose of this unit is to introduce students to text and print. They will be understanding concept of print through informational text and literature. They will make connections between spoken and written words. We will also focus the student’s attention to illustrations/photographs and the written text. They will be analyzing and comparing the relationships of the illustrations/photographs to the written text. Students will begin exploring words and word usages. The beginning stages of phonemic awareness and phonics will help our students with beginning reading and writing.</p>	<p style="text-align: center;">6 weeks</p>
<p style="text-align: center;">Unit 2 Asking and Answering Questions</p>	<p>The purpose of this unit is to focus on questioning. The students will answer questions about the text read to them including character, setting, and events. They will also learn how to ask questions about the text read to them. Students will explore words and word usages including interrogatives. They will begin to apply early stages of phonemic awareness and phonics which will help our students with beginning reading and writing.</p>	<p style="text-align: center;">6 weeks</p>
<p style="text-align: center;">Unit 3 Retelling (Main Topic/Key Details) 6 week unit</p>	<p>The purpose of this unit is to focus on identifying main topic and key details of text/story. The students will retell stories/text including key details. Students will continue applying phonemic awareness and phonics skills which will help our students with reading and writing. Students are at the beginning stage of reading, beginning to blend sounds to form words and using pictures for understanding. They will develop a deeper understanding of organization and basic features of print as well as conventions of standard English grammar.</p>	<p style="text-align: center;">6 weeks</p>

<p>Unit 4 Comparing and Contrasting (Stories and Text)</p>	<p>The purpose of this unit is to compare and contrast adventures and experiences of characters in literature. In informational text, students will identify similarities and differences between two texts on the same topic. Students will continue applying phonemic awareness and phonics skills which will help our students with reading and writing. Students are at the transitional stage of reading. They are blending sounds to form words and have acquired a collection of high-frequency words. They will continue to develop a deeper understanding of organization and basic features of print as well as conventions of standard English grammar.</p>	<p>6 weeks</p>
<p>Unit 5 Informational Text (Making Connections)</p>	<p>The purpose of this unit is to explore informational text. Students will make connections between two individuals, events, ideas, or pieces of information in a text. Students will continue applying phonemic awareness and phonics skills which will help our students with reading and writing. Students are in the transitional stage of reading moving towards the fluent stage. They will continue to develop a deeper understanding of organization and basic features of print as well as conventions of standard English grammar.</p>	<p>6 weeks</p>
<p>Unit 6 – Informational Text (Support Points) 4-5 week unit</p>	<p>The purpose of this unit is to explore informational text. The students will identify the reasons an author gives support points in a text. Students will continue applying phonemic awareness and phonics skills which will help our students with reading and writing. Students are in the transitional stage of reading moving towards the fluent stage. They will continue to develop a deeper understanding of organization and basic features of print as well as conventions of standard English grammar.</p>	<p>6 weeks</p>

Reading Unit 1 – Author/Illustrator and Illustration/Text Study

6 week unit

Unit Summary

The purpose of this unit is to introduce students to text and print. They will be understanding concept of print through informational text and literature. They will make connections between spoken and written words. We will also focus the student's attention to illustrations/photographs and the written text. They will be analyzing and comparing the relationships of the illustrations/photographs to the written text. Students will begin exploring words and word usages. The beginning stages of phonemic awareness and phonics will help our students with beginning reading and writing.

Title of Unit	Subject Area
Unit 1 - Author/Illustrator and Illustration/Test Study	(Reading) <input type="checkbox"/>

Anchor Common Core State Standards (These standards will be assessed at the completion of this unit)

RIK6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *Assessed*

RIK5 Identify the front cover, back cover, and title page of a book. *Assessed*

RIK7 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). *Assessed*

RLK6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *Assessed*

RLK7 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). *Assessed*

RFK1a Follow words from left to right, top to bottom, and page by page. *Assessed*

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *Assessed*

LK5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). *Assessed*

SLK1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). *Assessed*

I Can Statements

- I can name the illustrator and what he/she does.
- I can name the author and what he/she does.
- I can find the front cover, back cover, and title page of a book.
- I can name all of the capital letters and lower case letters.
- I can find an illustration/picture in a story and tell about it.
- I can use mental images to show that I understand a story.
- I can match pictures to words or sentences.
- I can pick the opposite of a word.
- I can follow words left to right and top to bottom.
- I can follow rules when speaking with others.

Common Core State Standards

Language

LK1a Print many upper- and lowercase letters. *To be assessed throughout the year*

LK1b Use frequently occurring nouns and verbs. *To be assessed after Unit 3*

LK1d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). *To be assessed after Unit 2*

LK1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). *To be assessed throughout the year*

LK1f Produce and expand complete sentences in shared language activities. *To be assessed throughout the year*

LK 2a Capitalize the first word in a sentence and the pronoun I. *To be assessed after Unit 4*

LK2b Recognize and name end punctuation. *To be assessed after Unit 2*

LK2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). *To be assessed throughout the year*

LK4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). *To be assessed after Unit 4*

LK5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. *To be assessed throughout the year*

LK5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). *To be assessed after Unit 4*

LK5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. *To be assessed after Unit 4*

LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *To be assessed throughout the year*

Reading Foundational

RFK1b Recognize that spoken words are represented in written language by specific sequences of letters. *To be assessed after Unit 2*

RFK1c Understand that words are separated by spaces in print. *To be assessed after Unit 2*

RFK2b Count, pronounce, blend, and segment syllables in spoken words. *To be assessed after Unit 3*

RFK2c Blend and segment onsets and rimes of single-syllable spoken words. *To be assessed after Unit 2*

RFK2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in a three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) *To be assessed after Unit 4*

RFK3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. *To be assessed throughout the year*

RFK3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be assessed throughout the year*

Reading Informational Text

RIK4 With prompting and support, ask and answer questions about unknown words in a text. *To be assessed after Unit 4*

RIK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Reading Literature

RLK4 Ask and answer questions about unknown words in a text. *To be assessed after Unit 4*

RLK5 Recognize common types of texts (e.g., storybooks, poems). *To be assessed after Unit 4*

RLK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Speaking & Listening

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

SLK3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *To be assessed throughout the year*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed throughout the year*

SLK5 Add drawings or other visual displays to descriptions as desired to provide additional detail. *To be assessed after Unit 4*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

Social Studies Grade Level Expectations

- K - C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).
- K - C2.0.1 Identify our country's flag as an important symbol of the United States.
- K - C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).
- K - C2.0.3 Describe fair ways for groups to make decisions.

Social Studies I Can Statements

- I can tell you about myself.
- I can tell you some ways I feel.
- I can tell you some things I can do.
- I can learn about the constitution.
- I can identify our country's flag as an important symbol.
- I can recite the pledge.
- I can learn about America.

Academic Vocabulary (Teacher Vocabulary)
 ABC Book, alphabetical order, author, illustrator, illustration, title, front cover, back cover, word web, consonant, vowel, fable, photograph, folk tale, alphabet, book, bottom, capital, conversation, discussion, display, drawing, end punctuation, group reading activities, high frequency words, informative/explanatory text, letter, lowercase, listening, onset, page, print, people, places, questions, rime, reading activities, real life, syllable, spaces, sentences, text, title page, top, things, uppercase, words, write, writing, fiction, nonfiction, big book, make-believe, rhyme, period, question mark, comma, exclamation mark, rules, left, right, sweep, blend, predict, nursery rhyme, poetry, poem, initial, final, prior knowledge, retelling

Language Arts Vocabulary
 names (classmates)
 opposites (high/low, fast/slow, up/down, smile/frown, cold/hot, happy/sad)
 position words (under, over, on, in)
 animal
 together
 activities
 cooperate
 change
 relatives
 size words
 same and different
 cub, joey pup, picnic, rascal, cradle, crib

Social Studies Vocabulary
 Rules, Consequence, Flag, Pledge of Allegiance, Symbol, Resolution, Right, Safety, Solution, Action plan, Citizenship, Decision, Fairness, Respect, Rights, Choice, Classroom issues, Conflict, Emergency, Responsibility, Self-discipline, Family, Share

Science Vocabulary
 5 senses
 Seeing
 Tasting
 Touching
 Hearing
 Smelling

High Frequency Words
 I, can, we, the

Phonics/Phonemic Awareness
 Introduction upper/lower letters A-Z
 Phoneme Isolation (initial) /m/, /a/(short and long)
 Phoneme Identity m, a (short and long)
 Blending onset and rimes
 Syllable Blending
 High-frequency words (I, am, can, we, the)
 Phoneme Categorization
 Phoneme Blending
 Recognize Rhyme
 Letter Recognition
 Handwriting Mm, Aa
 Syllable Segmentation

Fluency/Grammar
 Capitalize and use the pronoun I
 Recognize and name end punctuation
 Concepts of Print
 Left to right
 Top to bottom
 Echo-Read
 Naming Words (nouns)

Formative

Common Formative

Give students a book and have them show the front cover.

Give students a book and have them show the back cover.

Give students a book and have them show the title page.

Students tell what the author does.

Students look at a page with an illustration and text. The students point to the part of the page the author had contributed to the book.

Students tell what the illustrator does.

Students look at a page with an illustration and text. The students point to the part of the page the illustrator had contributed to the book.

The students will illustrate and finish the sentence;
I can _____.

Use a familiar book and have the students tell about an illustration.

Students will draw a picture of a short passage that the teacher reads to them.

Give students a book and have them point to where someone would begin reading and how they continue reading

Students will play Opposite Simon Says
Simon Says:

-Sit down (Students stand up)

-Put a pencil over a chair (Students put the pencil under a chair)

-Run in place slow (Students run in place fast)

-Make yourself big (Students make themselves small)

-Open your eyes (Students close your eyes)

Orally give students the fill in the blank sentences and students supply the missing words.

-Make _____ contact (eye)

-Take _____ speaking (turns)

-_____to the other person (listen)

-Speak _____ and _____ enough for the person to hear you (loud, clear)

Summative

Unit 1 Assessment

Progress report

Trimester Assessments

Resources**MacMillian/McGraw-Hill (Treasures-2009)****Alphabet books**

Animals in the Park: An ABC Book by Bob Barner

A Was Once an Apple Pie by Suse MacDonald

Alphabet Mystery by Audrey Wood and Bruce Wood

Alphabet Rescue by Audrey Wood and Bruce Wood

Chicka Chicka Boom Boom by Bill Martin, Jr. Archambault

Nonfiction books/texts (5 senses and family)

Hands Can by Cheryl Willis Hudson

Whose Baby Am I? by John Butler

"Night Animals" by Emily Reel

"Time For Kids: Family Fun"

The Letter People Abrams & Company Publishers**Fiction books**

Jazz Baby by

The Picnic at Apple Park by Alma Flor Ada

Peter's Chair by Ezra Jack Keats

Poetry

"Andre" by Gwendolyn Brooks

"Everybody Says" by Dorothy Aldis

Nursery Rhymes

"Hey Diddle Diddle"

"To Market, To Market"

"Jack Be Nimble"

"Humpty Dumpty"

"Little Boy Blue"

"Sing a Song of Sixpence"

"There Was a Crooked Man"

"Jack and Jill"

Finger Plays

"Five Little Monkeys"

"Mother's Glasses"

Folk tales

"The Gingerbread Boy"

"The Clever Turtle"

"The Squeaky Old Bed"

Fairy tales**Fables**

"The Bundle of Sticks"

"You Are Beautiful as You Are"

Family Books

Black Is Brown Is Tan by Arnold Adoff

Are You My Mother? By P.D. Eastman

Love You Forever by Robert Munsch

Just For You by Mercer Mayer

Song and Dance Man by Karen Ackerman

Where the Wild Things Are by Maurice Sendak

Five Minutes' Peace by Jill Murphy

The Runaway Bunny by Margaret Wise Brown

A Chair for My Mother Vera B. Williams

The Relatives Came by Cynthia Rylant

Social Studies Alive! Me and My World Teachers' Curriculum Institute (Family Unit)**Social Studies Text**

I Like Myself

The Way I Feel

I'm in Charge of Me

We the Kids by David Catrow

I Am America by Charles Smith

The American Flag by Lloyd Douglas

The Pledge of Allegiance by Lloyd Douglas

America the Beautiful by Lana Cruce

The White House by Lloyd Douglas

Orton-Gillingham

Scholastic Teaching Resources; Sight Word Poetry
Rozanne Williams

100 Write-and-Learn Sight Word Practice Pages

Online Resources

www.teacherspayteacher.com

Online Interactive Websites

www.readinga-z.com

www.starfall.com

www.abcya.com

Reading Unit 2 - Asking and Answering Questions

6 week unit

Unit Summary

The purpose of this unit is to focus on questioning. The students will answer questions about the text read to them including character, setting, and events. They will also learn how to ask questions about the text read to them. Students will explore words and word usages including interrogatives. They will begin to apply early stages of phonemic awareness and phonics which will help our students with beginning reading and writing.

Title of Unit	Subject Area
Unit 2 - Asking and Answering Questions	(Reading)

Anchor Common Core State Standards (These standards will be assessed at the completion of this unit)

RLK1 With prompting and support, ask and answer questions about key details in a text. *Assessed*
RLK3 With prompting and support, identify characters, setting, and major events in a story. *Assessed*

RIK1 With prompting and support, ask and answer questions about key details in a text. *Assessed*

LK1d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). *Assessed*

LK2b Recognize and name end punctuation. *Assessed*

RFK1b Recognize that spoken words are represented in written language by specific sequences of letters. *Assessed*

RFK1c Understand that words are separated by spaces in print. *Assessed*

RFK2c Blend and segment onsets and rimes of single-syllable spoken words. *Assessed*

I Can statements

I can ask and answer questions about what I read.

I can name characters, setting, and events of a story.

I can say if a story is real or make believe.

I can ask and answer questions about a story.

I can retell a story.

I can retell a story with a new ending.

I know that letters make words and words make sentences.

I know that words need a space between them.

I can blend sounds to make words.

I can ask questions using the words *who, what, where, why, when, and how*.

I can find punctuation marks at the end of a sentence.

I can say which punctuation mark is at the end of a sentence.

Common Core State Standards

Language

LK1a Print many upper- and lowercase letters. *To be assessed throughout the year*

LK1b Use frequently occurring nouns and verbs. *To be assessed after Unit 3*

LK1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). *To be assessed throughout the year*

LK1f Produce and expand complete sentences in shared language activities. *To be assessed throughout the year*

LK 2a Capitalize the first word in a sentence and the pronoun I. *To be assessed after Unit 4*

LK2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). *To be assessed throughout the year*

LK4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). *To be assessed after Unit 4*

LK5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. *To be assessed throughout the year*

LK5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). *To be assessed after Unit 4*

LK5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. *To be assessed after Unit 4*

LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *To be assessed throughout the year*

Reading Foundational

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *To be assessed throughout the year*

RFK2a Recognize and produce rhyming words. *To be assessed after Unit 4*

RFK2b Count, pronounce, blend, and segment syllables in spoken words. *To be assessed after Unit 3*

RFK2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in a three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) *To be assessed after Unit 4*

RFK3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. *To be assessed throughout the year*

RFK3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be assessed throughout the year*

Reading Informational Text

RIK4 With prompting and support, ask and answer questions about unknown words in a text. *To be assessed after Unit 4*

RIK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Reading Literature

RLK4 Ask and answer questions about unknown words in a text. *To be assessed after Unit 4*

RLK5 Recognize common types of texts (e.g., storybooks, poems). *To be assessed after Unit 4*

RLK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Speaking & Listening

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

SLK2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. *To be assessed after Unit 3*

SLK3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *To be assessed throughout the year*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed throughout the year*

SLK5 Add drawings or other visual displays to descriptions as desired to provide additional detail. *To be assessed after Unit 4*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

Social Studies Grade Level Expectations

K-H2.0.1 Distinguish among yesterday, today, and tomorrow.

K-H2.0.3 Identify the beginning, middle, and end of historical narratives or stories.

K-H2.0.4 Describe ways people learn about the past.

Social Studies I Can Statements

I can describe ways people learn about the past.

I can identify the beginning, middle, and end of historical story or narratives.

I can distinguish among yesterday, today, and tomorrow.

<p>Academic Vocabulary Action words (Verbs) alphabet, answering questions, asking questions, author, back cover, big book, blend, book, bottom, capital, character, comma, consonant, conversation, decodable, discussion, display, drawing, echo reading, end punctuation, events, exclamation mark, fable, fiction, final, folk tale, front cover, group reading activities, high frequency words, identify, illustration, illustrator, informative/explanatory text, initial, left, letter, listening, lowercase, make-believe, major events, naming words (nouns), nonfiction, nursery rhyme, onset, page, period, people, places, photograph, poem, poetry, predict, prediction, pre-decodable, print, prior knowledge, question mark, questions, reading activities, real life, retell, rhyme, right, rime, rules, sentences, setting, spaces, sweep, syllable, text, things, title, title page, top, uppercase, Venn diagram, vowel, words, write, writing, word web</p>	<p>Student Vocabulary Adventure Backhoe Computer Game Friend Favorite Journey Problem Rainbow Solve Tow Truck Transportation Travel Vehicles Waddled Wobbled wheels World Color words Number words Shape Words Sound Words Social Studies Vocabulary Friends Tradition Science Vocabulary High Frequency Words Like, A, See, Go</p>
<p>Phonics/Phonemic Awareness Phoneme Isolation /s/,/p/, /t/, /i/(short and long) Phoneme Identity s, p, t, l (short and long) Blending onset and rimes High-frequency words (like, a, see, go) Phoneme Blending /s/ /p/ /t/ /i/ (short and long) Recognize Rhyme Rhyme Handwriting Ss, Pp, Tt, li,</p>	<p>Fluency/Grammar Capitalize and use the pronoun I Recognize and name end punctuation Concepts of Print Left to right Top to bottom Choral Read Echo-Read Naming Words (nouns) Action Words (verbs)</p>

Formative

Common Formative

After students listened to a fiction text, they will answer the following questions:

Is this story real and make believe?

Who are the characters?

What is the setting?

(Specific Questions from the book)

Students will blend the following sounds:

/m/ /a/ /p/

/s/ /i/ /t/

/t/ /i/ /p/

Students will point to the following things in a book:
Letters, Words, Spaces, End Punctuation, Period

After students listened to a nonfiction text, they will answer the following questions:

Is this story real and make believe?

(Specific Questions about book)

Students will name . (period) ! (exclamation point)
? (question mark)

Students will retell the story with help from retelling cards

Students will retell the story with a new ending.

Summative

Unit 2 Assessment

Progress report

Trimester Assessments

Social Studies Resources

Samuel Eaton's Day by Kate Waters
O, What a Thanksgiving by Steven Kroll
On the Mayflower by Kate Waters
Pilgrim Children Had Many Chores by Gina Tardif
The Very First Thanksgiving Day by Rhonda Greene
The Pilgrims First Thanksgiving by Ann McGovern
The First Thanksgiving by Linda Hayward
In Times Long Ago by Renee Keeler
Long Ago and Today by Rozanne Williams
Dance a Grandpa's by Laura Ingalls Wilder
The Deer in the Wood by Laura Ingalls Wilder
Love You Forever by Robert Munsch

Social Studies Alive! Me and My World Teachers' Curriculum Institute (Friend Unit)

Resources

The Letter People Abrams & Company Publishers

Orton-Gillingham

Scholastic Teaching Resources; Sight Word Poetry
Rozanne Williams

100 Write-and-Learn Sight Word Practice Pages

Online Resources

www.teacherspayteacher.com
www.hubbardscupboard.org

Online Interactive Websites

www.readinga-z.com
www.starfall.com
www.abcya.com

Resources

MacMillian/McGraw-Hill (Treasures-2009)

Fiction books

What Do You Like? by Michael Grejniec
Simon and Molly plus Hester by Lisa Jahn-Clough
The Bus for Us by Suzanne Bloom
Duck on a Bike by David Shannon

Nonfiction books/texts

Friends All Around by Miela Ford
"Time For Kids: Helping Hands"
"Ways to Travel; Long Ago and Today" by Gabriel Ruelos
On the Go by Ann Morris
"Time For Kids: How Do You Go To School"

Friends Books

Best Friends by Miriam Cohen
Frog and Toad Together by Arnold Lobel
Best Friends Sleep Over by Jacqueline Rogers
The Best Friends Club by Elizabeth Winthrop
Fox Makes Friends by Adam Relf
Toby Is My Best Friend by Anna Kate Winsey
Dinofours; I'm Not Your Friend! By Steve Metzger

Transportation Books

William the Vehicle King by Laura P. Newton
Katy and the Big Snow by Virginia Lee Burton
Mike Mulligan and His Steam Shovel by Virginia Lee Burton
Curious George Rides a Bike by H.A. Rey
Little Toot by Hardie Gramatky
Sheep in a Jeep by Nancy Shaw
Freight Train by Donald Crews
Mr. Gumpy's Outing by John Burningham

Poetry

"Making Friends" by Eloise Greenfield
"The Fight" by Helen H. Moore
"My Bike" by Gay Su Pinnell

Nursery Rhymes

"Pat-a-Cake"

Folk tales

"The Little Red Hen"
"Timimoto"
"The Singing Wagon"

Fairy tales

Fables

"The City Mouse and the Country Mouse"
"The Lion and the Mouse"
"The Turtle and the Rabbit"

Finger Plays

"Two Little Blackbirds"
"Let's Ride"
"The Wheels on the Bus"

Reading Unit 3 –Retelling (Main Topic/Key Details)

6 week unit

Unit Summary

The purpose of this unit is to focus on identifying main topic and key details of text/story. The students will retell stories/text including key details. Students will continue applying phonemic awareness and phonics skills which will help our students with reading and writing. Students are at the beginning stage of reading, beginning to blend sounds to form words and using pictures for understanding. They will develop a deeper understanding of organization and basic features of print as well as conventions of standard English grammar.

Title of Unit	Subject Area
Unit 3 - Retelling (Main Topic/Key Details)	(Reading)

Anchor Common Core State Standards (These standards will be assessed at the completion of this unit)

RIK2 With prompting and support, identify the main topic and retell key details of a text. *Assessed*

RLK2 With prompting and support, retell familiar stories, including key details. *Assessed*

LK1b Use frequently occurring nouns and verbs. *Assessed*

RFK2b Count, pronounce, blend, and segment syllables in spoken words. *Assessed*

SLK2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. *Assessed*

I Can statements

I can tell stories with important details.

I can pick the main topic of the story when given choices.

I can list details of a story.

I can count syllables of words.

I can ask and answer questions.

I can ask the questions in a different way.

I can describe what nouns and verbs are.

I can use nouns and verbs.

Common Core State Standards

Language

LK1a Print many upper- and lowercase letters. *To be assessed throughout the year*

LK1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). *To be assessed throughout the year*

LK1f Produce and expand complete sentences in shared language activities. *To be assessed throughout the year*

LK 2a Capitalize the first word in a sentence and the pronoun I. *To be assessed after Unit 4*

LK2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). *To be assessed throughout the year*

LK4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). *To be assessed after Unit 4*

LK5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. *To be assessed throughout the year*

LK5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). *To be assessed after Unit 4*

LK5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. *To be assessed after Unit 4*

LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *To be assessed throughout the year*

Reading Foundational

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *To be assessed throughout the year*

RFK2a Recognize and produce rhyming words. *To be assessed after Unit 4*

RFK2c Blend and **segment** onsets and rimes of single-syllable spoken words. *Assessed after Unit 4*

RFK2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in a three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) *To be assessed after Unit 4*

RFK3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. *To be assessed throughout the year*

RFK3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be assessed throughout the year*

Reading Informational Text

RIK4 With prompting and support, ask and answer questions about unknown words in a text. *To be assessed after Unit 4*

RIK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Reading Literature

RLK4 Ask and answer questions about unknown words in a text. *To be assessed after Unit 4*

RLK5 Recognize common types of texts (e.g., storybooks, poems). *To be assessed after Unit 4*

RLK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Speaking & Listening

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

SLK3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *To be assessed throughout the year*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed throughout the year*

SLK5 Add drawings or other visual displays to descriptions as desired to provide additional detail. *To be assessed after Unit 4*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

Social Studies Grade Level Expectation

K-G5.0.1 Describe ways people use the environment to meet human needs and wants.

K-P3.1.1 Identify classroom issues.

K-P3.1.2 Use simple graphs to explain information about a classroom issue.

K-P3.1.3 Compare their viewpoint about a classroom issue with a viewpoint with another person.

K-P3.3.1 Express a position on a classroom issue.

K-E1.0.1 Describe economic wants that they have experienced.

Social Studies I Can Statements

I can describe an economic want that I have experienced.

I can describe how people use the environment to meet human needs and wants.

I can express an opinion about a classroom issue.

I can compare my view with another person's view about an issue.

I can use a simple graph to explain classroom issue.

Academic Vocabulary

Action words (Verbs), alliteration, alphabet, answering questions, asking questions, author, back cover, big book, blend, book, bottom, capital, captions, character, comma, consonant, conversation, decodable, details, diagrams, discussion, display, drawing, echo reading, end punctuation, events, exclamation mark, fable, fiction, final, folk tale, front cover, group reading activities, high frequency words, identify, illustration, illustrator, informative/explanatory text, initial, key details, left, letter, listening, long vowel sound, lowercase, main idea, main topic, make-believe, major events, naming words (nouns), nonfiction, nursery rhyme, onset, page, period, people, places, photograph, poem, poetry, predict, prediction, pre-decodable, print, prior knowledge, question mark, questions, reading activities, real life, retell, rhyme, right, rime, rules, segmentation, sentences, setting, short vowel sound, spaces, sweep, syllable, text, things, title, title page, top, uppercase, Venn diagram, vowel, words, write, writing, word web

Phonics/Phonemic Awareness

Phoneme Isolation /n/,/k/, /f/, /o/(short and long)
 Phoneme Identity n, c, f, o (short and long)
 Phoneme Categorization
 Blending onset and rimes
 High-frequency words (to, have, is, play)
 Phoneme Blending /n/ /k/ /f/ /o/ (short and long)
 Recognize Rhyme
 Rhyme
 Handwriting Nn, Cc, Oo, Ff,
 Onset/Rime Segmentation
 Alliteration

Student Vocabulary

Action
 Chirped
 Compare
 Farmer
 Feast
 Fluttered
 Glisten
 Gleam
 Information
 Market
 Menu
 Nibble
 Orchard
 Parent
 Special
 Season words
 Position words
 Responsibilities

Social Studies Vocabulary

Needs
 Wants
 Solve
 Follow direction

Science Vocabulary

Food
 Animal
 Adult (parent) and baby animals
 habitats

High Frequency Words

To, have, is, play

Fluency/Grammar

Capitalize and use the pronoun I
 Choral Read
 Echo-Read
 Naming Words (nouns)
 Action Words (verbs)
 Reread

Formative

Common Formative

Student retells a story read to him including key details.

Students answer questions about the story.

Students clap out the syllables of the following words:

Mitten, watermelon, chair, story

Students tells what a noun is (person, place, or thing)

Students draw a noun.

Student retells informational text including main topic and key details.

Students answer questions about text.

Students tells what a verb is (action word)

Student does an action and tells what verb they are doing.

Students ask questions about a nonfiction text.

Summative

Unit 3 Assessment

Progress report

Trimester Assessments

Social Studies Resources

Social Studies Text

Social Studies Alive

What Do We Need by Trisha Callella

Food To Eat by Catherine Peters

Markets by Pamela Chanko

To Market by Arnold Lobel

Resources

The Letter People Abrams & Company Publishers

Orton-Gillingham

Scholastic Teaching Resources; Sight Word Poetry

Rozanne Williams

100 Write-and-Learn Sight Word Practice Pages

Online Resources

www.teacherspayteacher.com

www.hubbardscupboard.org

Online Interactive Websites

www.readinga-z.com

www.starfall.com

www.abcya.com

Grammar Text

Noun and Verbs, Have a Field Day by Robin

Pulver

MacMillian/McGraw-Hill (Treasures-2009)

Fiction books

Apple Farmer Annie by Monica Wellington
(informational Fiction)

Our Special Sweet Potato Pie by Andrea Davis
Pinkney

Yoko Rosemary Wells

Mama Cat has Three Kittens by Denise Fleming

Mole and the Baby Bird by Marjorie Newman

Nonfiction books/text

“From Strawberry Field to Strawberry Jam” by
Lana Reyes

“Time For Kids; Ripe and Ready to Eat”

“Let’s Go to the Vet” by Ana Rosa

Animal Babies ABC: An Alphabet Book of

Animal Offspring by Barbara Knox

“Time For Kids; The Pond Is Our Home”

Food Books

Snack Attack by Lynette Ruschak

Hedgehog Bakes a Cake by Maryann Macdonald

Popcorn by Frank Asch

If You Give a Mouse a Cookie by Laura
Numeroff

The Popcorn Book by Tomie dePaola

The Pancake Boy by Lorinda Bryan Cauley

Animal Books

Eric Carle Books

Nonfiction animal text

Animal Fictional Stoies

Poetry

“Crusty Corn Bread” by Eve Merriam

“Crunch! Munch! Thanks a Bunch” by Leslie
Kimmelman

“Tadpole, Tadpole” by Marjorie A. Parker

“If...” by Karla Kuskin

Nursery Rhymes

“Apple Harvest”

“Pease Porridge Hot”

“Little Miss Muffit”

“The Three Little Kittens”

“Hey Diddle Diddle”

“Higglety, Pigglety, Pop!”

“Hickory, Dickory, Dock”

Folk tales

“The Goat in the Chile Patch”

“Grandfather Bear Is Hungry”

“The Soup Stone”

“The Three Bears”

“The Coyote and the Turtle”

Finger Play

“Bake a Cake”

“My Apple”

Reading Unit 4 -Comparing and Contrasting (Stories and Text)

6 week unit

Unit Summary

The purpose of this unit is to compare and contrast adventures and experiences of characters in literature. In informational text, students will identify similarities and differences between two texts on the same topic. Students will continue applying phonemic awareness and phonics skills which will help our students with reading and writing. Students are at the transitional stage of reading. They are blending sounds to form words and have acquired a collection of high-frequency words. They will develop a deeper understanding of organization and basic features of print as well as conventions of standard English grammar.

Title of Unit	Subject Area
Unit 4 - Comparing and Contrasting (Stories and Text)	(Reading)

Anchor Common Core State Standards (These standards will be assessed at the completion of this unit)

RIK4 With prompting and support, ask and answer questions about unknown words in a text.

Assessed

RIK9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustration, descriptions, or procedures). *Assessed*

RLK9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. *Assessed*

RLK4 Ask and answer questions about unknown words in a text. *Assessed*

RLK5 Recognize common types of texts (e.g., storybooks, poems). *Assessed*

LK 2a Capitalize the first word in a sentence and the pronoun I. *Assessed*

LK4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). *Assessed*

LK5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). *Assessed*

LK5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. *Assessed*

RFK2a Recognize and produce rhyming words. *Assessed*

RFK2c Blend and **segment** onsets and rimes of single-syllable spoken words. *Assessed*

RFK2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in a three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) *Assessed*

SLK5 Add drawings or other visual displays to descriptions as desired to provide additional detail. *Assessed*

I Can Statements

I can name what is the same and different about two stories.
I can find words I do not know.
I can ask questions about words I do not know.
I can answer questions about words I do not know.
I can learn the meanings of words I do not know.
I can identify rhyming words and give examples of them.
I can segment sounds of a word.
I can identify and compare beginning, middle, and ending sounds in words.
I can draw my ideas, thoughts, or feelings.
I know the difference between poems, stories, signs, and labels.
I can capitalize the first word in a sentence and the pronoun I.
I can write letters and know their sounds.
I can sound out short words and spell them.
With help, I can ask and answer questions about words I do not know.
I can give real-world examples of words.
I can tell how similar verbs like walk, march, run have slightly different meanings.
I know that some words have more than one meaning.
I can use a sentence or other book to find the meaning of a word.

Common Core State Standards

Language

LK1a Print many upper- and lowercase letters. *To be assessed throughout the year*

LK1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) *To be assessed after Unit 5*

LK1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). *To be assessed throughout the year*

LK1f Produce and expand complete sentences in shared language activities. *To be assessed throughout the year*

LK2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). *To be assessed throughout the year*

LK2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. *To be assessed after Unit 5*

LK4b Use 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. *To be assessed after Unit 5*

LK5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. *To be assessed throughout the year*

LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *To be assessed throughout the year*

Reading Foundational

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *To be assessed throughout the year*

RFK2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *To be assessed after Unit 5*

RFK3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. *To be assessed throughout the year*

RFK3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be assessed throughout the year*

RFK3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. *To be assessed after Unit 5*

RFK4 Read emergent-reader texts with purpose and understanding. *To be assessed after Unit 5*

Reading Informational Text

RIK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Reading Literature

RLK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Speaking & Listening

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

SLK3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *To be assessed throughout the year*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed throughout the year*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

Social Studies Grade Level Expectations

K-E1.0.2 Distinguish between goods and service.

K-C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility.

K-E1.0.3 Recognize situations in which people trade.

Social Studies I Can Statements

I can recognize ways in which people trade.

I can distinguish between goods and services.

I can describe situations in which I demonstrated self-discipline and responsibility.

Academic Vocabulary

Action words (Verbs), add phoneme, alliteration, alphabet, answering questions, asking questions, author, author’s craft, author’s purpose, back cover, beginning, big book, blend, book, bottom, capital, captions, character, comma, compare, consonant, contrast, conversation, decodable, details, diagrams, dialogue, difference, discussion, display, drawing, echo reading, end punctuation, ending, events, exclamation mark, fable, fiction, final, folk tale, front cover, group reading activities, high frequency words, identify, illustration, illustrator, illustrator’s craft, informative/explanatory text, inferences, initial, key details, left, letter, listening, long vowel sound, lowercase, main idea, main topic, make-believe, major events, middle, naming words (nouns), nonfiction, nursery rhyme, onset, page, period, people, places, photograph, poem, poetry, predict, prediction, pre-decodable, print, prior knowledge, question mark, questions, reading activities, reread, real life, retell, rhyme, right, rime, rules, segmentation, sentences, setting, sequence, short vowel sound, similar, spaces, story structure, substitute phoneme, summary, summarize, sweep, syllable, text, things, title, title page, top, uppercase, Venn diagram, visualize, vowel, words, write, writer’s craft, writing, word web

Student Vocabulary

Equipment
Flashlight
Helmet
Leap
Dashes
Celebration
Twirly-swirly
Ribbon
Month
Dance
Sway
Experience
Cave
Lair
den
Sequence Words (first, next, last)
Comparing Words (-er, -est)
Sound Words (Onomatopoeia)
Describing Words
Social Studies Vocabulary
Adult
Goods
Services
Neighborhoods
Jobs
Maps
Community
Places
Work
Workers
Science Vocabulary
Weather
Clouds
Rainy
Gloomy
Umbrella
Wet
Warm
Sunny
Cold
Snowy
Windy
Seasons (spring, summer, winter, autumn, fall)
Hibernate
High Frequency Words
Are, for, you, this, do, and, what

Phonics/Phonemic Awareness

Phoneme Isolation /h/,/d/,/r/,/b/,/l/,/e/(short and long)

Phoneme Identity h, d, r, b, l, e (short and long)

Phoneme Categorization

Blending onset and rimes

High-frequency words (are, for, you, this, do, and, what,)

Phoneme Blending /h/ /d/ /r/ /b/ /l/ /e/ (short and long)

Recognize Rhyme

Rhyme

Handwriting Hh, Dd, Rr, Ee, Bb, Ll

Onset/Rime Segmentation

Alliteration

Generate Rhyme

Phoneme Segmentation

Build Words

Fluency/Grammar

Capitalize and use the pronoun I

Choral Read

Sentences

Echo-Read

Naming Words (nouns)

Action Words (verbs)

Reread

Plural (-s, -es)

Inflections

Affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)

Describing Words (adjectives)

Formative

Common Formative

Students using white boards the teacher will say the following words and the students will spell them:

- Map
- Sit
- Hop
- Red

The teacher will read two stories and the students will complete a comparison chart listing what is the same and different about the two stories.

The students will show thumbs up if the following words rhyme and thumbs down if they do not rhyme:

- Cat/hat
- Sit/fit
- Dog/has
- Duck/luck
- He/she

Student will supply a rhyming word for the following words:

- Sam
- Man
- Hot
- Sad
- Ride

The students will demonstrate the following words: March, walk, skip, jog, run

The students will segment the following words showing with their fingers how many sounds are in each word:

- Pit
- Field
- Ox
- Chat
- Find

The teacher will read the following sentence:
It was the time of the year when the leaves start to fall from the aspens.

The students will pick out the word that they do not know and try to figure it out from the context of the sentence.

Using whiteboards, the students will write the following words and compare the beginning, middle, and ending sounds.

- Map-mop
- Sad-mad
- Lit-lid

The students will draw two of the meanings of the words

- Play
- duck

Summative

- Unit 4 Assessment
- Progress report
- Trimester Assessments

Notes**Social Studies Alive (Neighborhood)**

The Giving Tree – by Shel Silverstein

Community Helper books

Resources

The Letter People Abrams & Company Publishers

Orton-Gillingham

Scholastic Teaching Resources: Sight Word Poetry

Rozanne Williams

100 Write-and-Learn Sight Word Practice Pages

Online Resources

www.teacherspayteacher.com

www.hubbardscupboard.org

www.ReadWorks.org

Online Interactive Websites

www.readinga-z.com

www.starfall.com

www.abcya.com

Resources

MacMillian/McGraw-Hill (Treasures-2009)

Nonfiction books/texts

Russ and the Firehouse by Janet Elizabeth Rickert

“Let’s Look at Maps”

“Time For Kids; Is This the Job for You?”

A Rainy Day by Robin Nelson

“A Year With Bears”

“Time For Kids; Let It Snow!”

Fiction books

Bus Stops by Taro Gomi (Realistic Fiction)

Alicia’s Happy Day by Meg Starr

Bear Snores On by Karma Wilson

In the Yard by Dana Meachen Rau

Franklin’s Neighborhood by Paulette

Bourgeois

Community Helper books

I’m Going to be a Police Officer by Edith Kunhardt

Curious George Visits the Zoo by Margret and H.A. Reys

ABC of Jobs People Do by Roger Priddy

When I Grow Up by Al Yankovic

Weather books

Hurricanes! by Gail Gibbons

The Rain Came Down by David Shannon

Water’s Way by Lisa Westberg Peters

Why Does It Have to Rain (Winnie the Pooh, Disney)

Poetry

“The Park” by James S. Tippitt

“Rain on the Rooftops” by Gay Su Pinnell

“Slip on Your Raincoat” by Gay Su Pinnell

“The Wind” by Gay Su Pinnell

“Four Seasons” by Gay Su Pinnell

Nursery Rhymes

“Wee Willie Winkie”

“To Market, To Market”

“Diddle, Diddle, Dumpling”

“Rain, Rain, Go Away”

“One Misty, Moisty Morning”

Folk tales

“The Black Cat”

“Ms. Mouse Needs a Friend”

“How Turtle Flew South for the Winter”

“The Mitten”

Legends

“Why the Moon is in the Sky”

“Frog and Locust”

Finger Plays

“Five Brave Firefighters”

“A Cloud”

“Pitter, Patter”

“Window Watching”

Reading Unit 5 –Informational Text (Making Connections)

6 week unit

Unit Summary

The purpose of this unit is to explore informational text. Students will make connections between two individuals, events, ideas, or pieces of information in a text. Students will continue applying phonemic awareness and phonics skills which will help our students with reading and writing. Students are in the transitional stage of reading moving towards the fluent stage. They will develop a deeper understanding of organization and basic features of print as well as conventions of standard English grammar.

Title of Unit	Subject Area
Unit 5 - Informational Text- Making Connections	(Reading)

Anchor Common Core State Standards (These standards will be assessed at the completion of this unit)

RIK3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. *Assessed*

RFK2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *Assessed*

RFK3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. *Assessed*

RFK4 Read emergent-reader texts with purposed and understanding. *Assessed*

LK1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) *Assessed*

LK2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. *Assessed*

LK4b Use 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. *Assessed*

I Can Statements

I can talk about how two people in a story are connected.

I can talk about how two events are connected in a story.

I can talk about how two ideas are connected in a story.

I can talk about how two pieces of information are connected in a story. (cause/effect)

I can change letters in words to make new words.

I can look at two words that have a similar spelling and find letters or hear sounds that are different.

I can read and understand books.

I can add an -s or -es to a word to describe when there is more than one.

I can sound out short words and spell them.

I can understand different versions of the same word such as look, looks, looking, and looked.

Reading Informational Text

RIK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Reading Literature

RLK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Reading Foundational

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *To be assessed throughout the year*

RFK3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. *To be assessed throughout the year*

RFK3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be assessed throughout the year*

Language

LK1a Print many upper- and lowercase letters. *To be assessed throughout the year*

LK1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). *To be assessed throughout the year*

LK1f Produce and expand complete sentences in shared language activities. *To be assessed throughout the year*

LK2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). *To be assessed throughout the year*

LK5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. *To be assessed throughout the year*

LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *To be assessed throughout the year*

Speaking & Listening

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

SLK3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *To be assessed throughout the year*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed throughout the year*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

Social Studies Grade Level Expectations

K–G1.0.2 Use environmental directions or positional words to identify significant locations in the classroom.

K–P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

K–P4.2.2 Participate in projects to help inform others.

K–C2.0.3 Describe fair ways for groups to make decisions.

Social Studies I Can Statements

I can use positional words to describe places in the classroom.

I can participate in a project to help inform others.

I can develop an action plan to inform others about a public issue.

<p>Academic Vocabulary Action words (Verbs), add phoneme, alliteration, alphabet, answering questions, asking questions, author, author’s craft, author’s purpose, back cover, beginning, big book, blend, book, bottom, capital, captions, character, comma, compare, comprehension, conclusion, consonant, contrast, conversation, decodable, details, diagrams, dialogue, difference, discussion, display, drawing, echo reading, end punctuation, ending, events, exclamation mark, fable, fantasy, fiction, final, folk tale, front cover, group reading activities, high frequency words, identify, illustration, illustrator, illustrator’s craft, informative/explanatory text, inferences, initial, key details, left, letter, listening, long vowel sound, lowercase, main idea, main topic, make-believe, major events, middle, naming words (nouns), nonfiction, nursery rhyme, onset, page, period, people, places, photograph, poem, poetry, predict, prediction, pre-decodable, print, prior knowledge, question mark, questions, reading activities, reality, reread, real life, retell, respond to literature, rhyme, right, rime, rules, segmentation, sentences, setting, sequence, short vowel sound, similar, spaces, story structure, substitute phoneme, summary, summarize, sweep, syllable, text, things, title, title page, top, uppercase, Venn diagram, visualize, vowel, words, write, writer’s craft, writing, word web</p>	<p>Student Vocabulary Interesting amazing Position Words Fantasy Reality Social Studies Vocabulary Reduce Reuse Recycle Science Vocabulary Grow Plant Acorns Roots Stem Observe Seed Sticky Explode Senses Garden Insects Ladybugs Fireflies Ocean Rain forest High Frequency Words Little, said, here, was, she, he, has, look</p>
<p>Phonics/Phonemic Awareness Phoneme Isolation /k/,/g/,/w/,/ks/(x),/v/, /u/(short and long) Phoneme Identity k ,g, w, x, v, u (short and long) Phoneme Categorization Blending onset and rimes High-frequency words (little, said, here, was, she, he, has, look,) Phoneme Blending /k/ /g/ /w/ /ks/(x) /v/ /u/ (short and long) Recognize Rhyme Rhyme Handwriting Kk, Uu, Gg, Ww, Xx, Vv Onset/Rime Segmentation Alliteration Generate Rhyme Phoneme Segmentation Build Words Syllable Deletion Syllable Addition Phoneme Deletion Phoneme Addition Phoneme Substitution Word Sort</p>	<p>Fluency/Grammar Capitalize and use the pronoun I Choral Read Sentences Echo-Read Naming Words (nouns) Action Words (verbs) Reread Plural (-s, -es) Inflections Affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) Describing Words (adjectives)</p>

Formative

Common Formative

Word Family

Give the students a word family such as “-at” and they need to make at least 5 “real” words in that word family.

Students will be given the following base word and they will make it plural:

Pig

Bed

Beach

Block

Car

Wish

Students use whiteboards and teacher asks them to write the following words then change that word to a different word by erasing one letter and substituting it for a different letter:

Write **cat** change to **sat**

Write **sun** change to **fun**

Write **mom** change to **mop**

Write **rip** change to **rim**

The students will be given a leveled book to read and teacher will ask questions.

The students will write new words by adding s, ed, and ing to the word look.

After reading nonfiction plant books, students will explain what will happen to a plant if it doesn't receive everything it needs.

After reading Ladybugs by Gail Gibbons, students will explain how ladybugs and good crops are connected.

Summative

Unit 5 Assessment

Progress report

Trimester Assessments

Social Studies Text

Recycle! A Handbook for Kids by Gail Gibson

Where Does Garbage Go? by Paul Showers

Where Does the Garbage Go? by Cathy Torrisi

Why Should I Recycle? By Jen Green

Resources

The Letter People Abrams & Company Publishers

Orton-Gillingham

Scholastic Teaching Resources: Sight Word Poetry

Rozanne Williams

100 Write-and-Learn Sight Word Practice Pages

Online Resources

www.teacherspayteacher.com

www.hubbardscupboard.org

www.ReadWorks.org

Online Interactive Websites

www.readinga-z.com

www.starfall.com

www.abcya.com

Resources

MacMillan/McGraw-Hill (Treasures-2009)

Nonfiction books/text

Oak Trees by Melanie Mitchell

Seed Secrets by Tom Leonard

"Time For Kids; How Does a Garden Grow"

Beetles by Edana Eckart

Fish Faces by Norbert Wu

"Time For Kids; Welcome to the Rain Forest"

Fiction books

Sunflower House by Eve Bunting

If the Dinosaurs Came Back" by Bernard Most

"Tyler's Trip to the Library"

Nonfiction Plant books

Nonfiction Insect books

Ladybugs by Gail Gibbons

Nonfiction Ocean books

Nonfiction Dinosaur books

Poetry

"Acorn" by Karen Sekiguchi

"Sea Animals" by Meish Goldish

"I Don't Suppose" by Gay Su Pinnell

Nursery Rhymes

"Mary, Mary, Quite Contrary"

"Little Boy Blue"

Fables

"The Wind and the Sun"

"The Ant and the Grasshopper"

Folk tales

"The Sticky-Sticky Pine"

"The Talking Vegetables"

"The Rabbit and the Elephant"

"The Elephants and the Bees"

Fairy tales

"The Fisherman and His Wife"

Finger Play

"Little Red Apple"

"The Itsy, Bitsy Insect"

"Five Little Fishes"

Reading Unit 6 –Informational Text (Support Points) 4–5 week unit

Unit Summary

The purpose of this unit is to explore informational text. The students will identify the reasons an author gives support points in a text. Students will continue applying phonemic awareness and phonics skills which will help our students with reading and writing. Students are in the transitional stage of reading moving towards the fluent stage. They will develop a deeper understanding of organization and basic features of print as well as conventions of standard English grammar.

Title of Unit	Subject Area
Unit 6 - Informational Text (Support Points)	(Reading)

Anchor Common Core State Standards (These standards will be assessed at the completion of this unit)

Reading Informational Text

RIK8 With prompting and support, identify the reasons an author gives to support points in a text. *Assessed*

RIK10 Actively engage in group reading activities with purpose and understanding. *Assessed*

Reading Literature

RLK10 Actively engage in group reading activities with purpose and understanding. *Assessed*

Reading Foundational

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *Assessed*

RFK3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. *Assessed*

RFK3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *Assessed*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *Assessed*

Language

LK1a Print many upper- and lowercase letters. *Assessed*

LK1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). *Assessed*

LK1f Produce and expand complete sentences in shared language activities. *Assessed*

LK2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). *Assessed*

LK5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. *Assessed*

LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *Assessed*

Speaking & Listening

SLK1b Continue a conversation through multiple exchanges. *Assessed*

SLK3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *Assessed*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *Assessed*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *Assessed*

Social Studies Grade Level Expectations

K-G1.0.1 Recognize maps and globes represent places.

K-G2.0.1 Identify and describe a place in the immediate environment.

Social Studies I Can Statements

I can recognize that a map and a globe represent places.

I can describe places in the immediate environment.

I Can Statements

- I can tell why the author wrote this story.
- I can share my ideas and listen to the ideas of others.
- I can read along as my teacher reads aloud.
- I can read aloud when it is my turn.
- I can read silently when it is time to do so.
- I can write down a question I have about a story I am reading.
- I can listen when another student reads to me.
- I can talk about a story with other students.
- I can listen to what other students have to say about a story.
- I can see a letter and know the sound it makes.
- I can say the long and short sounds of each vowel.
- I can read words like: the, to, you, she, my, is, are, and do.
- I can name all of the capital letters and lower case letters.
- I can speak and share my ideas.
- I can listen to what others say and reply to them.
- I can ask questions if I'm confused about something.
- I can tell about people, places, things, events, and actions with details.
- I can speak loudly so that others may hear.
- I can talk about my thoughts, feeling, and ideas clearly.
- I can print many upper- and lowercase letters.
- I can use words like to, from, in, out, on, off, for, of, by, and with.
- I can write sentences with others.
- I can write letters and know their sounds.
- I can put words into groups/categories.
- I can learn new words that have to do with what the class is learning about.
- I can listen when someone reads to me and learn new words.
- I can read a story and learn new words in it.

<p>Academic Vocabulary Action words (Verbs), add phoneme, alliteration, alphabet, answering questions, asking questions, author, author’s craft, author’s purpose, back cover, beginning, big book, blend, book, bottom, capital, captions, character, comma, compare, comprehension, conclusion, consonant, contrast, conversation, decodable, details, diagrams, dialogue, difference, discussion, display, drawing, echo reading, end punctuation, ending, events, exclamation mark, fable, fantasy, fiction, final, folk tale, front cover, group reading activities, high frequency words, identify, illustration, illustrator, illustrator’s craft, informative/explanatory text, inferences, initial, key details, left, letter, listening, long vowel sound, lowercase, main idea, main topic, make-believe, major events, middle, naming words (nouns), nonfiction, nursery rhyme, onset, page, period, people, places, photograph, poem, poetry, predict, prediction, pre-decodable, print, prior knowledge, question mark, questions, reading activities, reality, reread, real life, retell, respond to literature, rhyme, right, rime, rules, segmentation, sentences, setting, sequence, short vowel sound, similar, spaces, story structure, substitute phoneme, summary, summarize, sweep, syllable, text, things, title, title page, top, uppercase, Venn diagram, visualize, vowel, words, write, writer’s craft, writing, word web</p>	<p>Student Vocabulary Describe Understand Create Imagine Color wheel Explore Curious</p> <p>Social Studies Vocabulary Map Globe</p> <p>Science Vocabulary High Frequency Words with, my, me , where</p>
<p>Phonics/Phonemic Awareness Phoneme Isolation /j/, /kw/(qu), /y/, /z/ Phoneme Identity j, q, y, z, Phoneme Categorization Blending onset and rimes High-frequency words with, my, me, where) Phoneme Blending /j/ /kw/(qu) /y/ /z/ Recognize Rhyme Rhyme Handwriting Jj, Qq, Yy, Zz Onset/Rime Segmentation Alliteration Generate Rhyme Phoneme Segmentation Build Words Syllable Deletion Syllable Addition Phoneme Deletion Phoneme Addition Phoneme Substitution Word Sort</p>	<p>Fluency/Grammar Capitalize and use the pronoun I Choral Read Sentences Echo-Read Naming Words (nouns) Action Words (verbs) Reread Describing Words (adjectives)</p>

<p>Formative</p> <p>Common Formative After reading informational texts, create a chart with Author's Point/Reason. The teacher and students will discuss and arrive at the author's point together. The students will then draw/write a reason that the author had given.</p>	<p>Summative Unit 6 Assessment Progress report Trimester Assessments</p>
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Social Studies Text

Can You Read a Map? By Rozanne Williams

Maps, Maps, Maps by Joan Chapman

Going Places by Aaron Waldeck

Resources

The Letter People Abrams & Company Publishers

Orton-Gillingham

Scholastic Teaching Resources: Sight Word Poetry

Rozanne Williams

100 Write-and-Learn Sight Word Practice Pages

Online Resources

www.teacherspayteacher.com

www.hubbardscupboard.org

Online Interactive Websites

www.readinga-z.com

www.starfall.com

www.abcya.com

Resources**MacMillian/McGraw-Hill (Treasures-2009)****Nonfiction books/text**

"Children in Paintings"

"Time For Kids; Be Happy and Healthy"

Fiction books

What Do You Know! By Lorinda Bryan Cauley

Warhogs Paint: A Messy Color Book by Pamela

Duncan Edwards

Turtle Splash! By Cathryn Falwell

Poetry

"Reading" by Marchette Chute

"Keep a Poem in Your Pocket" by Beatrice

Schenk de Regniers

Nursery Rhymes

"To Market, To Market"

Folk tales

"The Knee-High Man"

"Ma Lien and the Magic Brush"

Fairy tales

"Jack and the Beanstalk"

Close Readings

www.ReadWorks.org

