

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to ask and answer questions about key details in a text?</i>	<i>Students will understand that:</i> -Questioning the text assists in one's understanding of key details	<i>To assist in meeting this standard, students may:</i> -Model by asking questions such as "Who are the characters?" , "What are the characters doing in the story?", ect. -In small groups or pairs have students create a "Questioning Poster" answer who, what, where, when, and why questions about a story
Content Statements		
<i>Students will be able to:</i> -Ask and Answer questions about key details in a text		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> -Use a story or poem to create a graphic organizer answering questions: Who? What? Where? When? Why? How?		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
<i>Teachers may use the following:</i> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
<i>Sample questions to consider for this standard:</i> <i>Which word tells about the water?</i> A hot B cold C deep		

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to retell familiar stories using key details?</i>	<i>Students will understand that: -Retelling familiar stories using key details will demonstrate an understanding of the story</i>	<i>To assist in meeting this standard, students may: -Verbally retell the story -Perform a retelling of the story -Identify key story elements -Sequence the story using a graphic organizer</i>
Content Statements		
<i>Students will be able to: -Retell stories using key details to create a verbal summary of the story</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Fold a piece of paper in three sections and write/illustrate the sequence of a story</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
<i>Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Story Map Graphic Organizers</i>		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
<i>Sample question to consider for this standard:</i>		
<i>What does Billy do when Spot first jumps into the water?</i>		

- A swims
- B splashes
- C watches

[RL.K.3](#) 2018

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: With prompting and support, identify characters, settings, and major events in a story.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to identify characters, settings, and major events in a story?</i>	<i>Students will understand that: -Identifying characters, settings, and major events in a story helps the reader analyze how a story develops</i>	<i>To assist in meeting this standard, students may: -Verbally retell the story -Perform a retelling of the story -Identify key story elements -Sequence the story using a graphic organizer -Highlight key details/major events in a passage -Use a story map -Use a character map</i>
Content Statements		
<i>Students will be able to: -Answer questions about key details creates a deeper understanding of the text -Identify Key Details -Generate questions</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Create illustrations to demonstrate understanding of characters, settings, and major events -Complete a story/character map -Generate a list of major events in sequence</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
<i>Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Chart Paper -Story Map Graphic Organizers</i>		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
<i>Sample question to consider for this standard: Which sentence tells a Pug is special to Timmy?</i>		

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: Recognize common types of texts (e.g., storybooks, poems).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does understanding a text's structure help me better understand its meaning?	Students will understand that: -Text features, structures, and characteristics facilitates the reader's ability to make meaning of the text	To assist in meeting this standard, students may: -Read-aloud various fiction and non-fiction texts -Complete a Venn Diagram comparing fiction/non-fiction in a shared writing lesson -Discuss the differences in text structure between fiction and non-fiction -Sort books/reading passages according to fiction or non-fiction
Content Statements		
Students will be able to: -Recognize various types of literature		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Correctly identify whether what the teacher reads during a read aloud is a picture book, storybook, or poem and explain the reason for choosing that category		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Venn Diagrams -Chart Paper		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
Sample question to consider for this standard Which statement best describe a play? A people acting out a story B a pretend story about animals C sentence with words that rhyme D a made-up story with pretend people		

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important for students to define the roles of the author and the illustrator?	Students will understand that: -Point of view allows the reader to gain a unique perspective into the character's thoughts and feelings.	To assist in meeting this standard, students may: -Read-aloud various fiction -Identify who is the narrator of the story -Model how to identify parts of a book (title, cover, author, illustrator)
Content Statements		
Students will be able to: -Define the roles of the author and illustrator		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -In pairs, students will choose the role of the author and illustrator and create a story		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
Teachers may use the following: - Various text from different points of view at student's reading level -Comic Strips -Overhead Projector -Chart Paper		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
Sample questions to consider for this standard: What does an author of a story do? A reads the story B writes the story C draws pictures for the story		

Domain: Reading Standards for Literature		
Cluster: Integration of Knowledge and Ideas		
Standards: 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).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How do I use pictures to understand events in a story?</i>	<i>Students will understand that:</i> -Illustrations and story details help the reader obtain a deeper understanding of the text. -Characters, setting, and events can be developed through story details as well	<i>To assist in meeting this standard, students may:</i> -Listen to a selection and then illustrate what they heard -Use pictures (magazines/photos...) to write a story -Illustrate their own stories -Take a "picture walk" prior to reading the selection -Illustrate their own comic strip, with speech bubbles already provided
Content Statements		
<i>Students will be able to:</i> -Use illustrations to aid in the comprehension of the story		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> -Use illustrations/pictures to create an understanding for the text or a story they create		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
<i>Teachers may use the following:</i> - Various text of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Comic Strips -Chart Paper		
Desired Results		
<i>Sample question to consider for this standard:</i> <i>What does the picture in the story best show?</i> A the bluebird looking inside the pail B the bluebird jumping down from the tree C the bluebird looking at the pile of rocks		

Domain: Reading Standards for Literature		
Cluster: Integration of Knowledge and Ideas		
Standards: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How do readers use comparing and contrasting to understand what they read?</i>	<i>Students will understand that: -A character's traits can change through experiences that they encounter throughout the story.</i>	<i>To assist in meeting this standard, students may: -Create character maps -Use graphic organizers to compare and contrast character's adventures and experiences (Venn Diagrams, T-Charts) as shared writing -Take a "picture walk" prior to reading the selection -Act out a story using character voices</i>
Content Statements	<i>Students will be able to: -Compare and contrast adventures and experiences of characters in a story.</i>	
	<i>-Comparing and contrasting different adventures and experiences of characters will allow them to better comprehend the story.</i>	
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Use a graphic organizer to compare and contrast the adventures and experiences of characters in stories.</i>		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
<i>Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Overhead projector -Chart Paper</i>		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
<i>Sample question to consider for this standard: After reading two books, <u>Little Red Ridinghood</u> and <u>Lon Po Po</u> by Ed Young, discuss how the two stories are the same and how they are different. Generate ideas from among the children through writing, drawing, or acting out parts of the story.</i>		

Domain: Reading Standards for Literature		
Cluster: Range of Reading and Level of Text Complexity		
Standards: Actively engage in group reading activities with purpose and understanding.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to read?</i>	<i>Students will understand that: -Read from a wide and varied range of literature to build background knowledge that supports reading in other content areas</i>	<i>To assist in meeting this standard, students may: -Shared reading -Participate in a listening center -Participate in a guided reading lesson</i>
Content Statements		
<i>Students will be able to: -Engage in group reading activities to acquire good reading habits</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Be observed in a guided reading lesson: Students will retell and discuss the book they have read to check for comprehension and understanding</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
<i>Teachers may use the following: - Various prose and poems -Overhead Projector -Graphic Organizers -Chart Paper</i>		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
<i>Sample questions to consider for this standard:</i>		
<i>Actively engage in group reading activities with purpose and understanding.</i>		
<ul style="list-style-type: none"> - Asks questions - Listens to the story - Answers questions - Looks at pictures 		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: With prompting and support, ask and answer questions about key details in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How do you determine the key events in a text?</i></p> <p><i>How does asking questions when reading enhance comprehension of a text?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Some types of text are used to convey information -Some details are more important than others -Pieces of text include connections among people, events, and ideas -When someone reads a piece of text it often generates questions 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -With partners, students read and generate questions within a text -After reading an informational text, whole group, students work in small groups to create question-answer books and publish the books in classroom libraries -After listening to an informational text, use the 3-2-1 strategy. Students draw/write 3 things they discovered, 2 things they found interesting, and 1 question they still have
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Every piece of text contains a major topic of focus and details surrounding that topic -Ask questions and use the text to support answers 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Listen to a read-aloud and write or draw illustrations to answer Who? What? Where? When? Why? 		<ul style="list-style-type: none"> corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Various informational text at student's reading level -Notebook -Graphic Organizers 		<ul style="list-style-type: none"> biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
<p><i>Sample question to consider for this standard:</i></p> <p><i>Which question is answered in this story?</i></p> <p>A What color are penguins?</p> <p>B Are penguins at the zoo?</p> <p>C What do penguins eat?</p>		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: With prompting and support, identify the main topic and retell key details of a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does the main idea of the text lead to better comprehension?</p> <p>How does retelling key details of a text help to identify the main topic?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Identifying key details help support understanding the main idea of a text. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Choose six great words from the text that tell a lot about your topic -Describe and illustrate the word meanings -Retell familiar stories using key details and events
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify key details to help find the main idea of a given 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Identify the main idea and retell the key details of a text using sentence strips or pictures from the text 		<p>corestandards.org</p> <p>sharemylesson.com</p> <p>achievethecore.org</p> <p>scholastic.com</p> <p>connect.mheducation.com</p> <p>janrichardsonguidedreading.com</p> <p>learningally.org</p> <p>kbumreading.com</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various informational text of student's reading level -Graphic Organizers -Overhead projector 		<p>biguniverse.com</p> <p>readworks.org</p> <p>discovery.com</p> <p>newsela.com</p> <p>teachingchannel.org</p> <p>readingandwritingproject.org</p> <p>betterlesson.com</p> <p>pbslearningmedia.org</p>
Desired Results		
<p>Sample question to consider for this standard:</p> <p>What is this passage mostly about?</p> <p>A how ladybugs fly</p> <p>B where ladybugs live</p> <p>C what ladybugs are like</p>		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does making connections within a text allow for students to gain key information?	Students will understand that: -Identifying key components of a text, i.e. major events, ideas, and relationships, deepens the understanding of the text. -Integrating prior knowledge with text information in order to make connections deepens comprehension of the text	To assist in meeting this standard, students may: -Work with partners. Partner A describes one character from a text. Partner B describes another character from the same text. Partners collaborate to compare and contrast the characters. -Listen to read aloud, students identify and discuss the way in which two events or pieces of information from text are connected using a Venn Diagram
Content Statements		
Students will be able to: -Make connections within a text and identify the relationship of those connections. -Use prior knowledge to help make connections within specific parts of a text		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Read an informational text to compare and contrast events within the same passage using a Venn Diagram		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
Teachers may use the following: -Various informational text of student's reading level -Venn Diagram -Character Analysis Organizers -Chart Paper		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample questions to consider for this standard: How are penguins and people the same? A Both come up for air when swimming. B Both swim using strong flippers. C Both eat by using a beak		

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: With prompting and support, ask and answer questions about unknown words in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can using context clues help students make meaning of the text?	Students will understand: -The importance of vocabulary/phrases as a critical piece for comprehending a text.	To assist in meeting this standard, students may: -Work with partners, students match vocabulary words to definitions and/or pictures with partners. Partner A tells the meaning of the words. Partner B uses the words or phrases in sentences. Students repeat the process, reversing roles. -Play Guess the Covered Word: have students look around the word for context clues or illustrations to discover the meaning of the word
Content Statements Students will be able to: -Use context clues to understanding the meaning of a word and deepen comprehension of a text.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Match vocabulary words with pictures or definitions -Highlight context clues that support the meaning of a word		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Teachers may use the following: -Various informational text of student's reading level -Vocabulary Notebook -Word Web Organizers -Dictionary/Thesaurus		
Desired Results		
Sample questions to consider for this standard: Which word means "baby goats"? A kids B ponies C sheep		

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

Standards: Identify the front cover, back cover, and title page of a book.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How can text features help a reader locate key facts or information in a text?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Authors use a variety of physical text structures to organize how they present information in non-fiction text. When readers learn how to identify a text's structure, based on how the information is organized, they can apply comprehension strategies for informational text. 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Locate and place sticky notes on named features of texts. Students discuss or write information provided by the features (front cover, back cover, and title page of a book) -Respond to questioning prompts in order to tell the most appropriate features to located specific information. Students answer additional questions that require the use of features (e.g. Where would word meanings be found?; What is the meaning of ____?; Where would we find information about ____?; On what page does ____ begin?)
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Use a variety of text features to locate key facts for information within a text. 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Locate and identify various text features in an informational text using sticky notes -Create informational pamphlet on a give topic to include supporting text features (front cover, back cover, and title page of a book) 		<p>corestandards.org sharemylesson.com</p> <p>achievethecore.org scholastic.com</p> <p>connect.mheducation.com janrichardsonguidedreading.com</p> <p>learningally.org kbumreading.com</p>
Equipment Needed		
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Sticky notes -Information text with headings, table of contents, and glossary -Chrome Books 		<p>biguniverse.com readworks.org</p> <p>discovery.com newsela.com</p> <p>teachingchannel.org readingandwritingproject.org</p> <p>betterlesson.com pbslearningmedia.org</p>
Desired Results		
<p><i>Sample question to consider for this standard:</i></p>		

What is the title of this story?

- A Birds
- B Penguins
- C Swimming

RI.K.6 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

Standards: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
Content Statements	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> -The importance of identifying a text's structure based on how the information is organized (e.g. pictures and illustrations) and how it will deepen comprehension 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Take a picture walk prior to reading and generate lists of details observed from the pictures. Read the texts, generate additional lists of details gained from the texts, and compare the list -Respond to questions by citing evidence from the text, illustrations, or both 	
<p><i>How can using illustrations and word content help us comprehend the text?</i></p> <p><i>Students will be able to distinguish between information provided by pictures or other illustrations and information provided by the words in a text</i></p>			
Assessments		Teacher Resources	
<p><i>To show evidence meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Provide the students with an informational text and three different pictures. The students choose the picture that correctly goes with the text. The students must also create a caption for the text to include title, author, and illustrator 		<p>corestandards.org sharemylesson.com</p> <p>achievethecore.org scholastic.com</p> <p>connect.mheducation.com janrichardsonguidedreading.com</p> <p>learningally.org kbumreading.com</p>	
Equipment Needed		<p>biguniverse.com readworks.org</p> <p>discovery.com newsela.com</p> <p>teachingchannel.org readingandwritingproject.org</p> <p>betterlesson.com pbslearningmedia.org</p>	
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Informational text -Picture Cards -Sticky Notes -Chart Paper 			

-Chart Paper
-Venn Diagram

Desired Results

Sample question to consider for this standard:

Why was this passage written?

- A to tell about mountain goats
- B to show how to have fun with mountain goats
- C to bet people to like mountain goats

[RI.K.7](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas

Standards: 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).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can we gain a better understanding of a text by focusing on its illustrations and details?	Students will understand that: -By using the illustrations and details in a text, students will develop foundational skills to analyze and understand the text.	To assist in meeting this standard, students may: -Look at illustrations from informational text and identify key ideas. Students locate words in the texts that are related to the illustrations. -Locate illustrations that support key ideas from passages read to the class. - Write three sentences that details the key idea based on pictures and their captions.
Content Statements Students will be able to: -Use the illustrations and details in a text to describe its key ideas.		
Assessments		Teacher Resources
To show evidence of meeting this standards, students may: -Use a wordless picture book to create text that represents the illustrations		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
Teachers may use the following: -Nonfiction text		biguniverse.com discovery.com readworks.org newsela.com

-Sticky Notes -Chart Paper	teachingchannel.org betterlesson.com	readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Where is the penguin in the picture? A in the water B on the land C in the house		

[RI.K.8](#) 2018

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: With prompting and support, identify the reasons an author gives to support points in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why does the author support the main idea with specific supporting details?	Students will understand that: -Every book consists of important details that serve individual purposes. -Authors use various writing techniques to focus the reader's attention to detail.	To assist in meeting this standard, students may: -Be provided with key points in a text. Students are asked to explain why the author choose to include those key points in the text -Identify key points authors are making in informational text and state the supporting reasons using sticky notes
Content Statements		
Students will be able to: -Identify the reasons an author gives to support points		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Read informational text, circle the main idea and underline the supporting details. -Read informational text and use a graphic organizer to list three supporting details.		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedReader.com kbumreading.com
Equipment Needed		
Teachers may use the following: -Informational Text -Graphic Organizers -Highlighters -Chart paper		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org

Desired Results
<p><i>Sample question to consider for this standard:</i></p> <p><i>Why does the author say, "The ladybugs eat aphids?"</i></p> <p>A <i>to tell why children catch ladybugs</i></p> <p>B <i>to tell about the color of ladybugs</i></p> <p>C <i>to tell why farmers like ladybugs</i></p>

[RI.K.9](#) 2018

Domain: Reading Standards for Informational Text				
Cluster: Integration of Knowledge and Ideas				
Standards: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).				
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences		
<i>Why is comparing and contrasting two similar texts important for analyzing recurring themes?</i>	<p><i>Students will understand that:</i></p> <p><i>-By using multiple texts that address similar themes or topics, students will develop the foundational skills needed to analyze text to build knowledge while comparing the approaches and views of different authors.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>-With assistance, complete Venn Diagrams evidencing the similarities and differences between two texts</i></p> <p><i>-After reading two texts on similar topics, while asking questions, students will compare and contrast the text using different modalities</i></p>		
Content Statements				
<p><i>Student will be able to:</i></p> <p><i>-Identify basic similarities and differences between two texts on the same topic.</i></p>				
Assessments	Teacher Resources			
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>-Complete a Venn Diagram using key words to compare and contrast two informational texts that deal with the same topic.</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> corestandards.org achievethecore.org connect.mheducation.com learningally.org </td> <td style="width: 50%; vertical-align: top;"> sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com </td> </tr> </table>		corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
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Equipment Needed				
<p><i>Teachers may use the following:</i></p> <p><i>-Two informational texts on the same topic</i></p> <p><i>-Venn Diagram</i></p> <p><i>Highlighters</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> biguniverse.com discovery.com teachingchannel.org </td> <td style="width: 50%; vertical-align: top;"> readworks.org newsela.com readingandwritingproject.org </td> </tr> </table>		biguniverse.com discovery.com teachingchannel.org	readworks.org newsela.com readingandwritingproject.org
biguniverse.com discovery.com teachingchannel.org	readworks.org newsela.com readingandwritingproject.org			

- Highlighters
- Sticky Notes
- Chart Paper

betterlesson.com

pbslearningmedia.org

Desired Results

Sample question to consider for this standard:

Read fictional stories with settings on different continents. Then read informational text (both from books and digital sources) that describe the continent. Students will develop an appreciation for the setting of the story - the connection between a fictional setting and a real place. Require students to record what they have learning on either Post-It notes or white board to prepare for sharing with the whole group. Following each reading, they record new information, using these details to compare one continent to another. Note the opposites, such as "cold" and "hot" or "rainy" and "dry".

[RI K.10](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Range of Reading and Level of Text Complexity

Standards: Actively engage in group reading activities with purpose and understanding.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can children be supported to read increasingly more complex informational texts in their grade level complexity band?	Students will understand that: -Reading from a wide range of informational text increases students' familiarity with various text structures and elements that might be encountered in content area reading.	To assist in meeting this standard, students may: -Work in pairs, orally reading assigned informational texts during independent reading to help increase fluency -In shared reading settings, students read, discuss, and answer questions about informational text -Sit in an appropriately leveled, small group, guided reading lesson with teacher to focus on fluency and comprehension of instructional-informational text
Content Statements		
Students will be able to: -Listen to and read information text in the early grades, they develop the necessary foundation for their reading and understanding of increasingly complex text.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may:		corestandards.org sharemylesson.com

<ul style="list-style-type: none"> -Utilize nonfiction leveled readers to monitor fluency and comprehension -Show an increase of reading level on an individualized reading assessment -Read level readers to a partner and create a group illustration depicting their understanding of the text 	<table border="0"> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com
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biguniverse.com	readworks.org						
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various nonfiction text at student's independent and instructional reading levels -Fluency reading passages -Timers -Fluency Reading Logs 	<table border="0"> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
discovery.com	newsela.com						
teachingchannel.org	readingandwritingproject.org						
betterlesson.com	pbslearningmedia.org						
Desired Results							
<p>Sample question to consider for this standard:</p> <p>Read a book such as <u><i>From Tadpole to Frog (Let's-Read-and-Find-Out-Science)</i></u> by Wendy Pfeffer and Holly Keller and then read <u><i>Red-Eyed Tree Frog</i></u> by Jow Cowley and Nic Bishop. Ask what the students noticed about these books. How were they the same and how were they different?</p>							

Domain: Reading Foundational Skills		
Cluster: Print Concepts		
Standards: Demonstrate understanding of the organization and basic features of print. <i>RF K.1.A Follow words from left to right, top to bottom, and page by page.</i> <i>RF K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</i> <i>RF K.1.C Understand that words are separated by spaces in print.</i> <i>RF K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do students understand the organization and basic features of print?	Students will understand that: -Words run from left to right, top to bottom, front to back, and page by page -Spoken words can be spoken, written, and read -The differences between letters and words -Letters go together to make words -Printed words are separated by spaces	To assist in meeting this standard, students may: -Observe modeling of and participate in the morning message -Listen to read aloud -Observe modeled writing -Read classroom labels for print awareness -Observe a model of and practice finger spacing -Use mentor texts for print and spacing examples -Use an alphabet chart for daily review -Use Wilson lessons in appropriate sequence
Content Statements		
Students will be able to: -Use print concepts appropriately -Differentiate between letters and words -Separate words with spaces		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Participate in guided reading where understanding of reading terminology can be assessed and recorded (e.g., word, letter, beginning of sentence, top of page) -One to one correspondence or matching during guided practice -Review alphabet chart -Appropriate Wilson unit assessments, when applicable	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
Teachers may use the following: -Alphabet chart	biguniverse.com discovery.com teachingchannel.org	readworks.org newsela.com readingandwritingproject.org

- Mentor text
- Chart paper
- Classroom labels
- Leveled texts
- Appropriate Wilson materials

betterlesson.com

pbslearningmedia.org

Desired Results

Sample questions to consider for this standard:

Which is the letter /v/?

- A "h"
- B "v"
- C "r"

[RF K.2](#) | 2018

Domain: Reading Foundational Skills

Cluster: Phonological Awareness

Standards: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF K.2.A Recognize and produce rhyming words.

RF K.2.B Count, pronounce, blend, and segment syllables in spoken words.

RF K.2.C Blend and segment onsets and rimes of single-syllable spoken words.

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/.)

RF K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do students demonstrate an understanding of sounds, syllables, and spoken words?	Students will understand that: -Words are constructed from sounds -The part of the word (rime) is important for rhyming	To assist in meeting this standard, students may: -Listen to and participate in recitation of nursery rhymes, poems, and songs -Count, segment, delete, and substitute phonemes and parts of words with and/or without the use of manipulatives
Content Statements	-A syllable is a word or part of a word with a talking vowel -Syllables are parts of words that can be counted,	-Participate in blending drills -Determine if spoken pairs of words rhymes (e.g, moon, spoon) -Produce a spoken words with the same rhyme of a spoken word (e.g., Can you tell me a word that rhymes with hat?)
Students will be able to: -Identify rhymes and say words that end with the same sounds -Segmenting words into		

<p>-segmenting words into smaller units, such as syllables and sounds, by counting them</p> <p>-Isolate phonemes within CVC words</p> <p>-Make new words by adding or substituting individual sounds</p>	<p>segmented, and blended</p> <p>-Words have beginning, middle, and end sounds that are blended to make a whole word</p> <p>-Substituting different individual sounds can make new words</p> <p>-There is a difference between the sounds produced by open and closed syllables</p>	<p>-Identify which spoken words rhyme (e.g., Which of these words rhyme? mat, cat, sun)</p> <p>-Follow Wilson scope and sequence</p>								
Assessments	Teacher Resources									
<p>To show evidence of meeting this standard, students may:</p> <p>-Participate in blending drills with teacher recording progress and deficiencies</p> <p>-Participate in phonological activities with teacher recording progress and deficiencies</p> <p>-Write sentences dictated by teacher</p> <p>-Participate in time automaticity drills</p>	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com
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Equipment Needed										
<p>Teachers may use the following:</p> <p>-Chart paper</p> <p>-Phoneme cards</p> <p>-Pocket chart</p> <p>-Felt squares</p> <p>-Counters or chips</p> <p>-Wilson Kit</p>	<table border="0"> <tr> <td>biguniverse.com</td> <td>readworks.org</td> </tr> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>		biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
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Desired Results										
<p>Sample question to consider for this standard:</p> <p>Which word belongs in the same word family as <u>car</u>?</p> <p>A star</p> <p>B can</p> <p>C make</p>										

Cluster: Phonics and Word Recognition

Standards: Know and apply grade-level phonics and word analysis skills in decoding words.

RF K.3.A Demonstrate basic knowledge of on-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

RF K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do students demonstrate an understanding of written words?	Students will understand that: -Each letter has a specific sound or sounds -Vowels have a long and a short sound -Sight words, or high frequency words, are words that are commonly found in reading and are often not able to be sounded out therefore must be learned by sight -Some words can be spelled by identifying the sounds in the words (e.g., hat, cat)	To assist in meeting this standard, students may: -Observe modeling of and participate in the morning message -Listen to read alouds -Observe modeled writing -Read classroom labels for print awareness -Observe a model of and practice finger spacing -Use mentor texts for print and spacing examples -Use an alphabet chart for daily review -Use Wilson lessons in appropriate sequence
Content Statements		
Students will be able to: -Name common sounds of all consonants -Name the short and long sounds of the vowels -Read common high frequency words by sight -Identify the sounds that make similar words different (e.g., hat, cat)		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Participate in guided reading -Read and write any one-syllable short vowel CVC words -Read common high frequency words by sight		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
Teachers may use the following: -Alphabet chart -Mentor texts -Chart paper		

- Chart paper
- Classroom labels
- Leveled texts
- Appropriate Wilson materials



Desired Results

Sample question to consider for this standard:

Which word has the same vowel sound as *pig*?

- A *put*
- B *jam*
- C *fish*

[RF K.4](#) 2018

Domain: Reading Foundational Skills

Cluster: Fluency

Standards: Read emergent-reader text with one-to-one correspondence to develop fluency and comprehension skills.

- A. Read emergent readers with purpose and understanding.**
- B. Read grade level text for purpose and understanding.**

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Content Statements	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Readers read for a variety of purposes: enjoyment, learning -A reader should understand the text read 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Participate in a guided reading lesson -Independently read and reread decodable and high-frequency word books with pictures to aid understanding -When prompted and/or provided support read and reread decodable and high-frequency word books with pictures to aid understanding -When prompted and/or provided support, read and reread high-frequency word books with pictures to aid understanding
<p>How do students read emergent text with purpose and understanding with teacher support and independently to achieve fluency?</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Read emergent-reader text with a purpose -A reader should understand the text read 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p>		<p>corestandards.org sharemylesson.com</p>

<p>-Participate in a guided reading lesson followed by orally answering comprehension questions</p> <p>-Participate in a Reading Record assessment</p>	<p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p>	<p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p> <p>readworks.org</p> <p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
Equipment Needed		
<p>Teachers may use the following:</p> <p>-Various appropriately leveled texts</p> <p>-Appropriately leveled Reading Record assessments</p>		
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Introduce students to emergent reader science books and stories. Spend time having the students read the books aloud with partners or alone.</p>		

Domain: Writing		
Cluster: Text Types and Purposes		
Standards: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can students express their opinions about a topic or book?	Students will understand that: -Through drawing, dictating, and writing the students can express their opinions about a topic or book. Encourage their oral language by asking the students to explain and support their story with details	To assist in meeting this standard, students may: -Create a drawing of their opinion -Engage in discussion with a partner -After a lesson on apples, have students taste red, yellow, and green apples. Create a class graph on favorite apples. Have students draw their favorite apple
Content Statements		
Students will be able to: -Express their opinions about a topic or book through drawings, dictating and writing		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Write an opinion paragraph about their favorite character from a story by dictating or drawing pictures		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com
Equipment Needed		
Teacher may use the following: -Chrome Book -Overhead projector -Internet -Journals/Notebooks -Holistic Scoring Rubrics		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
Sample question to consider for this standard:		
Instruct students that when they have written (or dictated) their answers, they should illustrate their thinking with a detailed drawing. An art-related extension to this activity would be to have students fill in and illustrate: My favorite painting is because		

Domain: Writing		
Cluster: Text Types and Purposes		
Standards: Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why should writers add details to their writing or illustrations to compose informative/explanatory texts?</i>	<i>Students will understand that: -Writers can add details to their writing or illustrations to relay information about their topic</i>	<i>To assist in meeting this standard, students may: -Create a picture of a topic -Use graphic organizers to establish key details from other informative text -Use additional texts (e.g., newspapers, advertisements...) to create a list of facts and details</i>
Content Statements		
<i>Students will be able to: -Use details in their writing and illustrations to inform their readers about the topic</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Create a graphic organizer to compare/contrast different topics (e.g., community helpers- postman, nurse; transportation-bus, car)</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
<i>Teacher may use the following: -Writing journals/notebooks -Holistic Scoring Rubrics -Audio Stories -Internet videos -Chart Paper/Graphic Organizers</i>		
Desired Results		
<i>Sample question to consider for this standard: Give students the following prompt: Draw a picture showing an important person in your neighborhood doing his/her job. Write (or</i>		

dictate) a sentence about that person's job (e.g., a trash collector picks up garbage all over our city and takes it to the dump.)

W.K.3 2018

Domain: Writing		
Cluster: Text Types and Purposes		
Standards: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How can drawing, dictating, and writing expand student's ability to convey real or imagined experiences and events?</i>	<i>Students will understand that: -Reading good examples of narrative text aloud and modeling how students use techniques in their own writing will expand their ability to convey real or imagined experiences and events</i>	<i>To assist in meeting this standard, students may: -Place picture cards in logical order according to the text -Engage in discussion with a particular group and/or partner -Share facts about a task or activity in sequential order leading to a logical conclusion -Engage in center activities to create "how to" cards listing steps required to complete a task</i>
Content Statements		
<i>Students will be able to: -Draw, dictate, or write to tell about real or imagined events</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Complete a story map to illustrate and sequence events from a story and grade on a rubric</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedReader.com learningally.org kbumreading.com
Equipment Needed		
<i>Teacher may use the following: -Chrome Book -Overhead projector -Internet -Writing journals/notebooks</i>		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
<i>Sample question to consider for this standard: After looking closely at three art pieces with the same name, "First Steps," choose one of the paintings and imagine it shows the end of a story. Pair students to make up the beginning and middle of the story to share with the class. Prompt: Choose one of the paintings and write (or dictate) a sentence telling why you chose that painting as your favorite. Be sure to begin your sentence with a capital</i>		

and write (or dictate) a sentence telling why you chose that painting as your favorite. Be sure to begin your sentence with a capital letter and put a period at the end.

W.K.5 | 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can listening to others make my writing better?	Students will understand that: -Listening to others can provide feedback that will improve their writing -Talking and answering questions about their writing can cause it to improve -Adding details to their writing can make it better	To assist in meeting this standard, students may: -Share writing piece with whole class and/or group -Engage in discussion with a partner and/or group about the written topic -Observe and ask questions about displayed pictures and basic sentences. Students add words to improve original sentences -Participate in writing conferences with teacher to add details (e.g., words, pictures) to their writing
Content Statements		
Students will be able to: -Receive feedback from their peers to help strengthen their writing		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Create a story, shared with peers, and receive feedback to make revisions		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com
Equipment Needed		
Teacher may use the following: -Chrome Book -Overhead projector -Internet -Writing journals/notebooks		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Using a piece of paper folded into three sections, retell (using a combination of drawing, dictating, and writing) the story of Goldilocks and the Three Bears showing the beginning, middle, and end of the story. Encourage students to include all the characters in the illustration and to add as many details as they can remember. Share with the class or teacher-led small group.		

W.K.6 | 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How can I use various digital tools to produce and publish writing?</i>	<i>Students will understand that: -Integrating technology can enhance the production and publishing of writing</i>	<i>To assist in meeting this standard, students may: -Internet scavenger hunt to become acclimated with surfing the web (e.g. Google search engine, relevant dictionary/thesaurus sites, etc.) -Create digital centers for students to extend use of technology (e.g. Photo booth, Word, Publisher, etc) -Use software applications to create stories with illustrations -Students work with partners and use digital tools to write and publish stories to be completed in class</i>
Content Statements		
<i>Students will be able to: -Use technology to enhance their engagement, revision, and presentation of writing</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Students will publish a piece, using technology, and be graded on a holistic scoring rubric</i>		corestandards.org achievethecore.org connect.mheducation.com sharemylesson.com scholastic.com janrichardsonguidedreading.com
Equipment Needed		
<i>Teacher may use the following: -Laptop -Holistic Scoring Rubric -Internet -Writing journals/notebooks</i>		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
<i>Sample questions to consider for this standard: Claude Monet painted water lilies over and over again. Tell the students to look at his paintings to see how they changed with the shifting light in his garden. Display the three paintings in chronological order, but spend time on the first one before showing the next one. Ask the students if they think he was doing the same painting over and over again or if he was painting it differently each time. Ask them to describe what changed. Relate this idea to the revision process when writing stories.</i>		

[W.K.7](#) 2018

Domain: Writing
Cluster: Research to Build and Present Knowledge

Standards: Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can reading books help me gather useful information for writing?	Students will understand that: -Books and technology can be used as resources for developing and gathering information for writing purposes	To assist in meeting this standard, students may: -Generate and expand ideas through talk with peers and teacher -Engage in discussion with a partner and/or group -Share facts about a task or activity in sequential order leading to a logical conclusion -Following read aloud of books on common topics, students develop products that synthesize the information (e.g., mobiles, poster, flip books) -In pairs or small groups, students use digital tools to gather and share information about topics
Content Statements		
Students will be able to: -Participation in shared research will build knowledge to enhance production of writing		

Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Participate in research by working in pairs or small groups to explore and record their findings about a given topic (e.g., animals, community helpers,...)	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
Teacher may use the following: -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org

Desired Results

Sample question to consider for this standard:
Choose a holiday celebrated in your community. Gather information about the holiday by reading books and asking people in your community to tell you why it is celebrated, when it is celebrated, who celebrates, and how it is celebrated. Create a large cube for the holiday and assign small groups of students to prepare an illustration for each face of the cube. Use the guiding questions to assign the faces of the cube. Repeat this activity with several holidays celebrated by the members of your classroom.

[W K.8](#) | 2018

Domain: Writing
Cluster: Research to Build and Present Knowledge

Standards: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p><i>Why is it important that people try to connect new information to what they already know from past experiences?</i></p> <p>Content Statements</p> <p>Students will be able to: -Connect new information to past experiences to help provide answers for questions</p>	<p>Students will understand that: -Recalling information from past experiences and connecting it to new information can enhance our knowledge -Past experiences can provide us with answers to questions</p>	<p>To assist in meeting this standard, students may: -Students use personal experiences or prior knowledge to respond to questions with response recorded on class charts -Students select questions(e.g., Who?, What?, Where?, Why?) from a large question mark visual. Students use provided sources (e.g., print texts, read aloud, electronic texts) together information that answers the question</p>	
Assessments		Teacher Resources	
<p>To show evidence of meeting this standard, students may: -Create a "Question & Answer" book about a topic -Assign each student a question that will be answered through illustrations/writing</p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	
Equipment Needed			
<p>Teacher may use the following: -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks</p>			
Desired Results			
<p>Sample question to consider for this standard: Someone wants to learn about transportation long ago. Which question might the person ask? A How large is the biggest place? B Where is the best place to buy a car? C What did people ride in 100 years ago</p>			

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Comprehension and Collaboration</i>		
Standards: <i>Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</i> <i>SL K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion.</i> <i>SL K.1.B Continue a conversation through multiple exchanges.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How can discussion increase our knowledge and understanding of an idea?</i>	<i>Students will understand that: -Oral discussion helps to build connections to others and create opportunities for learning</i>	<i>To assist in meeting this standard, students may: -Engage in songs, poems, and oral reading -Participate in dialogue (question/answer, telephone game) -Students use talking sticks to incorporate agreed-upon rules for discussion (e.g., The student holding the stick is the speaker) -Students use the think-pair-share strategy to extend conversation</i>
Content Statements		
<i>Students will be able to: -Understand that oral language is a tool for communicating, thinking, and learning</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Students will take turns retelling the events of familiar stories in sequence (e.g., <i>The Three Little Pigs, Goldilocks and the Three Bears</i>).</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
<i>Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion</i>		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org
Desired Results		
<i>Sample question to consider for this standard: Arrange small groups of students and place an object (e.g., a block) in the middle of each circle. Discuss which rhyme in this unit is their favorite. Students pick up the block when ready to share and put the block back in the middle when finished.</i>		

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Comprehension and Collaboration</i>		
Standards: <i>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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does a speaker communicate so others will listen and understand the message?</i>	<i>Students will understand that: -Questioning and contributing help speakers convey their message and explore ideas</i>	<i>To assist in meeting this standard, students may: -Students use signal responses to answer questions about read aloud texts -Students make predictions before, during and after read aloud and confirm or correct the predictions</i>
Content Statements		
<i>Students will be able to: -Request clarification of information to help assist comprehension of a text</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Construct a "Questioning Poster" that demonstrates different types of questioning -After listening to a story, students share with a partner one question they have</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
<i>Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion</i>		
Desired Results		
<i>Sample question to consider for this standard: One of the favored choices for artistic expression is the painting of landscapes. View the landscapes from all over the world painted by the Masters. Encourage the students to describe what they see. This is an opportunity to extend the idea of comparing and contrasting the settings in stories to comparing and contrasting the settings in paintings.</i>		

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to ask/answer questions?	Students will understand that: -Questioning helps to convey a message and clarify thinking -Listeners must recognize when they are confused to ask and answer questions to receive help or obtain additional information	To assist in meeting this standard, students may: -Students use signal cards to request assistance -Participate in a Before, During, and After strategy lesson
Content Statements		
Students will be able to: -Generate questions and provide responses that supports oral language and listening skills		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Collaborative work in small group guided reading lessons -Participate in teacher conferencing		corestandards.org achievethecore.org connect.mheducation.com sharemylesson.com scholastic.com janrichardsonguidedreading.com
Equipment Needed		
Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion -Whiteboard		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: To introduce the concept of symbol, choose a symbol well known to the students in your class (e.g., professional sports team logo or school mascot). Discuss why a symbol is important for unifying fans behind a team or school. Go on to discuss the meaning behind the symbol as a source of inspiration.		

[SL K.4](#) 2018

Domain: Speaking & Listening
Cluster: Presentation of Knowledge and Ideas

Standards: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can I share things that are familiar to me?	Students will understand that: -Describing familiar people, places, things, and events supports oral language development	To assist in meeting this standard, students may: -Student use the Make a Movie in Your Mind strategy to visualize details to topics and share with partners -Students describe details from stories when prompted by visual icons
Content Statements		
Students will be able to: -Focus on key ideas and details when describing people, places, things, and events helps to make it meaningful to students		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Students will orally present information to an audience (e.g., Show and Tell)		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com
Equipment Needed		
Teachers may use the following: -Graphic Organizers, Chart -Technology for listening and discussion -Art & Crafts materials -Newspapers -Whiteboard		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Choose a holiday celebrated in your community. Gather information about the holiday by reading books and asking people in your community to tell you why it is celebrated, when it is celebrated, who celebrates, and how it is celebrated. Create a large cube for the holiday and assign small groups of students to prepare an illustration for each face of the cube. Use the guiding questions to assign the faces of the cube. Repeat this activity with several holidays celebrated by the members of your classroom.		

[SL K.5](#) | 2018

Domain: Speaking & Listening

Cluster: Presentation of Knowledge and Ideas

Standards: <i>Add drawings or other visual displays to descriptions as desired to provide additional detail.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do drawings and displays provide additional details?	Students will understand that: -Adding drawings provides clarity to thoughts and ideas/feelings	To assist in meeting this standard, students may: -Bring in a favorite item from home to show and share. Have the student create an illustration to add detail on where the item came from
Content Statements Students will be able to: -They can provide more a more detailed description of an idea through the use of drawings and visual displays		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Listen to a story on audiotape and create an illustration to represent the story		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com
Equipment Needed		
Teachers may use the following: -Technology for listening and discussion -Art & Crafts materials -Fluency worksheets		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Students choose one of the ideas or facts written on a KWL chart and write a complete sentence or two about it. Be sure students use the information on the chart as they write. Students may illustrate their ideas before writing or after they finish.		

[SL K.6](#) 2018

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: Speak audibly and express thoughts, feelings, and ideas clearly.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences

Why is it important to speak clearly when expressing one's thoughts, ideas, or feelings?	Students will understand that: -Speaking clearly conveys thoughts and feelings to the listener	To assist in meeting this standard, students may: -Echoing various types of sentences using the correct tone of voice -Participate in a Show and Tell Activity	
Content Statements			
Students will be able to: -Speak clearly when conveying thoughts and feelings			
Assessments		Teacher Resources	
To show evidence of meeting this standard, students may: -Describe their happiest moment in an oral presentation -Teacher conferencing will be used to inquire about specific details of the assignment.		corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed			
Teachers may use the following: -Technology for listening and discussion -Art & Crafts materials -Fluency worksheets		biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results			
Sample question to consider for this standard: Have students read aloud a text at their independent reading level and score oral reading on a fluency rubric.			

Domain: Language		
Cluster: Conventions of Standard English		
Standards: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>L.K.1.A Print many upper- and lowercase letters.</i> <i>L.K.1.B Use frequently occurring nouns and verbs.</i> <i>L.K.1.C Form regular plural nouns orally by adding /s/ or /as/ (e.g., dogs, dogs; wish, wishes).</i> <i>L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i> <i>L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</i> <i>L.K.1.F Produce and expand complete sentences in shared language activities.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can writers use grammar and mechanics to develop a written product?	Students will understand that: -Using proper grammar and sentence structure will promote fluency of communication. -Different types of sentence are necessary to convey meaning.	To assist in meeting this standard, students may: -Outline their bodies and use adjectives to describe themselves -Labeling proper and common nouns found within the classroom -Using a picture prompt to write and report complete sentences -Highlighting nouns and verbs within writing and reading -Creating a collage of nouns, verbs, adjectives found in newspapers and magazines -Categorizing nouns, verbs, and adjectives
Content Statements		
Students will be able to: -Build complete sentences using appropriate conventions (e.g., nouns, verbs, adjectives, prepositions, etc.)		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Will piece together mixed up sentences provided by teacher -Create a 3-5 sentence story using a picture prompt -Teacher conferencing will be used to inquire about specific details of the assignment		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teachers may use the following: - Various text of student's reading level -Writing Journals/Notebooks		
Desired Results		
Sample question to consider for this standard:		

Listen while I read a sentence.

There were two cakes at the party.

What is the correct spelling for the word "cakes"?

- A caks
- B cakes
- C cakies

L.K.2 2018

Domain: Language

Cluster: Conventions of Standard English

Standards: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L K.2.A Capitalize the first word in a sentence and the pronoun.

L K.2.B Recognize and name end punctuation.

L K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does capitalization and punctuation help me understand what I read and write? Why is spelling important in writing?</p>	<p>Students will understand that: -Capitalization and punctuation are relevant in order to develop a complete thought. -Correct spelling will make thoughts clear.</p>	<p>To assist in meeting this standard, students may: -Participate in editing focusing on capitalization and punctuation -Use magnetic letters to spell words -Playing Boggle, Memory, Spelling Bingo (if available) -Using mini white boards (if available) to build word families</p>
<p>Content Statements</p>		
<p>Students will be able to: -Use capitalization and punctuation correctly and draw upon phonemic awareness in order to spell words.</p>		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may: -Word Building Assessments -Participate in teacher conferencing for feedback on student's work</p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>

Equipment Needed	
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Crayons/Markers/Pencils/Chart Paper -Magnetic/Letter Tiles -White Boards -Appropriate word building games -Technology 	<p> biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org </p>
Desired Results	
<p>Sample question to consider for this standard:</p> <p>Read the sentence.</p> <p style="padding-left: 40px;"><u>my</u> dog ran to the <u>house</u>.</p> <p>Which underlined word should be capitalized?</p> <p>A my</p> <p>B dog</p> <p>C house</p>	

[L.K.4](#) 2018

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
<p>Standards: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.</p> <p>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).</p> <p>L 1.4.B 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.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What strategies can be used to identify the meaning of word or phrase?</p> <p>How can words change to create new meaning?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Context clues can aid in the understanding of a word. Knowledge of root words and other affixes can affect meaning of words. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Define vocabulary using pictures and context clues -Use interactive Whiteboard to match root words to words with inflectional endings. -Draw a picture that depicts the meaning of a given word -Create a student Pictionary
Content Statements		
Students will be able to:		

-Use an array of reading strategies to help clarify meaning of words.		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Fill in the blank with the correct word usage -Match a picture to the correct vocabulary word -Participate in a teacher conference to discuss vocabulary usage	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
Teachers may use the following: - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Which word correctly completes the sentence? Amy ran _____ than Corey. A fast B fastest C faster		

[L.K.5](#) | 2018

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
Standards: With guidance and support from adults, explore word relationships and nuances in word meanings. <i>L K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</i> <i>L K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</i> <i>L K.5.C Identify real-life connections between words and their use (e.g., notes places at school that are colorful).</i> <i>L K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences

<p>What strategies can be used to identify the meaning of word or phrase? How are words related to one another?</p>	<p>Students will understand that: -Categorizing words can help promote meaning. -Real-life connections between words can enhance meaning. Words can have closely related meanings.</p>	<p>To assist in meeting this standard, students may: -Categorize picture and word cards -Journal about own life to make connections to a word -Acting out verbs and adjectives</p>	
<p>Content Statements</p> <p>Students will be able to: -Categorize words and make real-life connections to clarify meaning.</p>			
Assessments		Teacher Resources	
<p>To show evidence of meeting this standard, students may: -Participate in teacher observation where each student is given closely words and need to draw or act out the meaning of the word.</p>		<p>corestandards.org achievethecore.org connect.mheducation.com learningally.org</p>	<p>sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com</p>
Equipment Needed			
<p>Teachers may use the following: - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology</p>		<p>biguniverse.com discovery.com teachingchannel.org betterlesson.com</p>	<p>readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org</p>
Desired Results			
<p>Sample question to consider for this standard:</p> <p>Read the sentence. I will go <u>in</u> Grandma's house. Which word means the opposite of <u>in</u>?</p> <p>A out B rest C trick</p>			

L.K.6 | 2018

Domain: Language

Cluster: Vocabulary Acquisition and Use

Standards: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How do students acquire and apply their knowledge of the English language to communicate most effectively?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Vocabular learned through conversation, modeled, shared, and independent reading, and modeled writing can be used in their own discussions and written work 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Engage in modeled and shared reading and writing -Think-Pair-Share/Collaborative discussions -Participate in word wall activities -Observe read and think aloud
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Acquire and use a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Think-Pair-Share with teacher recording anecdotal notes -Contribute to running list of "things learned" for prior knowledge purposes -Draw and label or write sentences following modeled writing to assess vocabulary usage 		<ul style="list-style-type: none"> corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		<ul style="list-style-type: none"> sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Word wall 		
Desired Results		
<p><i>Sample question to consider for this standard:</i></p> <p><i>Mr. Popper's Penguins by Richard and Florence Atwater is filled with alliteration based on the letter "p." Encourage the children to listen for "p" words that they hear as you read. The vocabulary words will be challenging and fun to use in classroom discussions.</i></p>		