Language Arts/ Reading Grade: Kindergarten Big Ideas

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Big Idea:	Big Idea:	Big Idea:	Big Idea:	Big Idea:
Readers Build Reading Habits	Powerful Partnerships	Discovering Patterns	Story Elements	Developing Opinions About What I Read
FEBRUARY	MARCH	APRIL	MAY	JUNE
Big Idea:	Big Idea:	Big Idea:	Big Idea:	Big Idea:
Non-Fiction: Readers Read To Learn Cross Curricular	Non-Fiction Readers Read To Learn How To Do Things Cross Curricular	Characters	Fairy Tales	Celebrating Myself As A Reader

Enduring Essential		Skills	Standards
Understandings	Questions		
Readers read to	Why do readers	Track print when reading	RF.K.1a-d Demonstrate understanding of the
learn	use peer buddies?	-	organization and basic features of print.
		Count and blend syllables	
Readers read to	What can readers		RF.K.2a-e Demonstrate understanding of spoken words.
have fun	learn from a	Recognize letter sounds	syllables, and sounds (phonemes)
	book?		
Readers need many		Ask and answer questions	RF.K.3a-d Know and apply grade-level phonics and
tools to help them	What kinds of		word analysis skills in decoding and encoding words.
read with intention,	books do readers	Retell stories orally	
purpose and joy.	read to enjoy?		RL.K.1 With prompting and support, ask and answer
		Name characters, setting and events	questions about key details in a text. (e.g., who, what,
Vocabulary:	SE,ELL,BSI,GT		where, when, why, how).
Demonstrate	Modifications:	Tell what author and illustrator does	DI IZANINI
Features	Small Groups		RL.K.2 With prompting and support retell familiar
Print		21 st Century Skills	stories including details. (e.g., who, what, where,
Recognize	Picture Clues	CRP1. Act as a responsible and	when, why, how).
Rhyming		contributing citizen and employee.	DI I/2 With mammating and sympart identify shows to us
Syllables	Reading Buddy		RL.K.3 With prompting and support identify characters,
Author	to read aloud	CRP4. Communicate clearly and	settings and major events in a story.
Illustrator		effectively and with reason.	RK.K.5 With prompting and support name author and
Text	Visual Aids		illustrator of a story and define the role of each in telling
Focus Words/Sight		CRP6. Demonstrate creativity and	the story.
words (Linwood)	Repeat, Reward	innovation.	the story.
	and Clarify		RL.K.10 Actively engage in group reading activities
		CRP8. Utilize critical thinking to make	with purpose and understanding.
		sense of problems and persevere in	with purpose and understanding.
		solving them.	

		about Emergent Story Books	Reading-October	
Enduring	Essential	Skills	Standards	
Understandings	Questions			
Readers don't just	What tricks does a	Recognize spoken words are	RL.K.1 With prompting and support, ask and answer questions	
say "I can't" We	successful reader	represented by specific	about key details in a text (e.g., who, what, where, when, why,	
figure out how to	use to solve	sequence of letters	how).	
read the story.	problems as they			
	read?	Recognize upper and lower	RF.K.2 Demonstrate understanding of spoken words, syllables,	
Readers study		case letters	and sounds (phonemes)	
books, we think	Why do readers			
between books. We	think about books?	Produce and recognize	RF.K.3 Know and apply grade-level phonics and word analysis skills	
grow ideas about		Rhyming	in decoding and encoding words.	
books.	What are some fun			
	things readers can	Identify Syllables	RL.K.2 With prompting and support retell familiar stories	
Readers invent Fun	do with books?		including details (e.g., who, what, where, when, why, how)	
things to do with		One to one letter sound	DV V AVVII	
stories we know	SE, ELL,BSI,GT	correspondences	RL.K.3 With prompting and support identify characters, settings	
really well.	Modifications:		and major events in a story.	
		Read Emergent texts critically	DIZ IZ E WYA	
Vocabulary:	Small groups	with purpose and understanding	RK.K.5 With prompting and support name author and illustrator of a story and define the role of each in telling the story.	
Syllables	Repeat directions	Ask and answer questions		
Letters		about key details in a text.	RL.K.9 With prompting and support, compare and contrast the	
Sounds	Reading Buddies		adventures and experiences of characters in familiar stories.	
Rhyme		Retell a story including key		
Characters	Immediate	details	RL.K.10 Actively engage in group reading activities with purpos	
Setting	Feedback		and understanding.	
Illustration		Identify characters setting and		
Author	Confer to check	major events in the story		
Illustrator	understanding			
Text		Describe relationship of		
Story	Students repeat	illustrations to pictures		
	directions			
		21 st Century Skills		
	Extended time	CRP1. Act as a responsible and		
	requirements	contributing citizen and		
		employee.		

Big Idea: Discoverin	g Patterns	Grac	Reading-November
Enduring	Essential	Skills	Standards
Understandings	Questions		
Readers understand	What is a pattern?	Identifies various patterns	RF.K.1 a-d Demonstrate understanding of the organization and basic
that there are		within texts	features of print.
different kinds of	Why do readers		
patterns in books	use patterns to	Connects patterns to reading	RF.K.2 a-e Demonstrate understanding of spoken words, syllables,
and these patterns	read?	strategies to enhance fluency	and sounds (phonemes)
help them to read.		and comprehension	
	Why do readers		RL.K.2 With prompting and support retell familiar stories including
	use the patterns in	Identify the beginning,	details (e.g., who, what, where, when, why, how)
	books to help me retell and make	middle, and end of the story	DI IZ 2 With a second or and a second identification of the second of th
		Hose matterns in taxt to make	RL.K.3 With prompting and support identify characters, settings and
Voodbulami	predictions about a story?	Uses patterns in text to make draw conclusions about the	major events in a story.
Vocabulary:	a story:	story	RL.K.4 Ask and answer questions about unknown words in a text.
Patterns		story	RL.R.4 Ask and answer questions about unknown words in a text.
Retell		Retell stories orally	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
Prediction	SE, Ell,BSI, GT	Therein stories orany	recognize common types of tents (e.g., storycooks, poems).
Rhyming	Modifications:	Ask and answer questions	RL.K.6 With prompting and support name author and illustrator of a
Syllables	,	1	story and define the role of each in telling the story.
Author	Small Group	21 st Century Skills	
Illustrator	Instruction	CRP1. Act as a responsible	RL.K.7 With prompting and support, describe the relationship
Text		and contributing citizen and	between illustrations and the story in which they appear (e.g., what
Focus Words/Sight	Visual Aids	employee.	moment in a story an illustration depicts
words			
		CRP8. Utilize critical	RL.K.10 Actively engage in group reading activities with purpose
		thinking to make sense of	and understanding.
		problems and persevere in	
		solving them.	

Big Idea: Story Elen	nents	Grac	Reading-December
Enduring	Essential	Skills	Standards
Understandings	Questions		
Readers identify	Why are story	Ask and answer questions	RF.K.1 a-d Demonstrate understanding of the organization and basic
characters, setting,	elements		features of print.
main topic and key	important?	Retell stories orally	
details through			RF.K.3 a-d Know and apply grade-level phonics and word analysis skills
pictures and/or	Why do story	Name characters, setting,	in decoding and encoding words.
words.	elements help	main topic, and key details	
	answer who,		RF.K.4 a-b Read emergent texts with one-to-one correspondence to
Readers understand	what, and where	Applies story elements to aid	develop fluency and comprehension skills.
that the characters,	questions?	reading comprehension	
setting, main topic			RL.K.1 With prompting and support, ask and answer questions about
and key details are	Why does	Identify problem/	key details in a text (e.g., who, what, where, when, why, how).
helpful in	knowing that a	solution of stories	
understanding the	story has a		RL.K.2 With prompting and support retell familiar stories including
story.	problem and	Tell what author and	details (e.g., who, what, where, when, why, how).
	solution help me	illustrator does	
Readers understand	understand the		RL.K.3 With prompting and support identify characters, settings and
that stories	story?	21 st Century Skills	major events in a story.
sometimes have a		CRP1. Act as a responsible	
problem and		and contributing citizen and	RL.K.5 With prompting and support name author and illustrator of a
solution.	Suggested	employee.	story and define the role of each in telling the story.
	Modifications:		
Vocabulary:		CRP4. Communicate clearly	RL.K.10 Actively engage in group reading activities with purpose
Author	Small Group	and effectively and with	and understanding.
Illustrator	Instruction	reason.	
Text			
Characters	Picture Clues	CRP6. Demonstrate	
Setting		creativity and innovation.	
Main topic	Visual Aids		
Key Details		CRP8. Utilize critical	
Story Elements		thinking to make sense of	
Problem/Solution		problems and persevere in	
Prediction		solving them.	
Describe			
Alike/Different			

Big Idea: Developing	g Opinions about W	hat I Read	Reading-January
Enduring	Essential	Skills	Standards
Understandings	Questions		
Readers have	Why do readers	Ask and answer questions	RF.K.1 Demonstrate understanding of the organization and basic
opinions about what	share opinions		features of print.
they read and share	about what I	Develop and share opinions	
them with others.	read?	about a text	RF.K.4 a-b Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.
Readers read books	Why do readers	Analyze new information	
for information	use new	read	RL.K.1 With prompting and support, ask and answer questions about
which enables them	information to		key details in a text (e.g., who, what, where, when, why, how).
to draw conclusions.	draw conclusions	Use information from the text	
	about the story	to prove or support your	RL.K.10 Actively engage in group reading activities with purpose
	they read?	opinion	and understanding.
Vocabulary:			
Author		Critique text	SL.K.1 Follow agreed-upon norms for discussions (e.g., listening to others
Illustrator	Suggested		with care and taking turns speaking about the topics and texts under
Text	Modifications:	21 st Century Skills	discussion).
Opinion		CRP1. Act as a responsible	
Conclusions	Small Group	and contributing citizen and	SL.K.2 Confirm understanding of a text read aloud or information
Critique	Instruction	employee.	presented orally or through other media by asking and answering questions about key details and requesting clarification if something
Characters			is not understood.
Setting	Picture Clues	CRP4. Communicate clearly	is not understood.
Main topic		and effectively and with	SL.K.3 Ask and answer questions in order to seek help, get
Key Details	Visual Aids	reason.	information, or clarify something that is not understood.
Story Elements		CDD ()	information, of clarify something that is not understood.
Problem/Solution		CRP6. Demonstrate	
Prediction		creativity and innovation.	
Describe		CDD0 ILVI VI I	
		CRP8. Utilize critical	
		thinking to make sense of	
		problems and persevere in	
		solving them.	

Enduring	Essential	o Learn; Cross Curricular Skills	Reading-February Standards
Understandings	Questions	SKIIIS	Standards
Readers read books	· · · · · · · · · · · · · · · · · · ·	A -1 1	DIVIXE C. 1.
	Why do readers	Ask and answer questions	RI.K.1 With prompting and support, ask and answer questions about key
for information.	use context clues	about key details in a text.	details in a text (e.g., who, what, where, when, why, how).
D 1 '11	to show		DIV 2 With assessmenting and assessment identify main tonic and notell
Readers will	understanding?	Identify the main topic and	RI.K.2 With prompting and support, identify main topic and retell
distinguish between	****	retell key details of a text.	key details of a text.
nonfiction and	Why do readers	Actively engage by	
fiction books.	use what they've	presenting and re-reading	RI.K.7 With prompting and support, describe the relationship
	read/experienced	their work to peers.	between illustrations and the story in which they appear.
Readers will	to make a	at .	
identify key factual	prediction?	21 st Century Skills	RI.K.10 Actively engage in group reading activities with purpose and
details from text.		CRP1. Act as a responsible	understanding.
	Why do readers	and contributing citizen and	
Vocabulary:	identify the main	employee.	SL.K.4 Describe familiar people, places, things, and events, and, with
Details	topic of a text?		prompting and support, provide additional detail.
Interesting		CRP4. Communicate clearly	
Illustrations	Why do readers	and effectively and with	
Non-fiction	retell key details	reason.	
Fiction	of a text?		
Author		CRP8. Utilize critical	
Text	Why do readers	thinking to make sense of	
Setting	tell the difference	problems and persevere in	
Heading	between a fiction	solving them.	
Sub-heading	and non-fiction		
Describe	text?		
Fact			
Topic	SE,ELL,BSI,GT		
Glossary	Modifications:		
Table of Contents	Small Group		
	Instruction		
	Visual Aids		
	Picture Clues		
	Research		
	Resources		

Big Idea: Non-Fictio	Big Idea: Non-Fiction, Readers to Learn, How to Do Things; Cross Curricular Reading-Mai			
Enduring	Essential	Skills	Standards	
Understandings	Questions			
Readers recognize	What are "ordinal	Identify main topics and retell	RI.K.1 With prompting and support, ask and answer questions about key	
ordinal words when	words"?	key details of a text.	details in a text (e.g., who, what, where, when, why, how).	
reading "how to"				
text.	Why do readers	To describe sequential events	RI.K.2 With prompting and support, identify main topic and retell	
	use context clues	in text.	key details of a text.	
Readers use context	to show			
clues.	understanding?	Actively engage by	RI.K.7 With prompting and support, describe the relationship	
		presenting and reading their	between illustrations and the story in which they appear.	
Readers make	Why do readers	work to peers.	D7 77 40 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	
predictions.	use what they've	a set a	RI.K.10 Actively engage in group reading activities with purpose and	
	read/experienced	21st Century Skills	understanding.	
Readers retell in	to make	CRP1. Act as a responsible		
proper order.	predictions?	and contributing citizen and	SL.K.4 Describe familiar people, places, things, and events, and, with	
	****	employee.	prompting and support, provide additional detail.	
Vocabulary:	What words or	CDD4 C		
Non-fiction	phrases do	CRP4. Communicate clearly		
Details	readers use to	and effectively and with		
Illustrations	retell in proper order?	reason.		
First Next	order?	CRP8. Utilize critical		
Last		thinking to make sense of		
Ordinal Words	SE,ELL,BSI,GT	problems and persevere in		
Sequence Sequence	Modifications:	solving them.		
Context clues	Small Group	Borring mem.		
Prediction	Instruction			
11001011	Visual Aids			
	Picture Clues			
	Research			
	Resources			

Grade K			
Big Idea: Characters			Reading-April
Enduring	Essential	Skills	Standards
Understandings	Questions		
Readers identify key	Who are the main	Ask and answer questions	RL.K.1 Ask and answer questions about key details in a text.
characters in a story.	characters in the	about key details.	
	story?		RL.K.2 With prompting and support, retell familiar stories, including key
Readers make self	-	Retell stories including	details (e.g., who, what, where, when, why, how).
to text connections.	What does the	details	
	reader and the		RL.K.3 Identify characters, settings and major events.
Readers compare	main characters	Identify the story elements	
and contrast	have in common?	of a story.	RL.K.6 Name the author and illustrator of a story and define the role of
characters across			each telling the story.
texts.	Why do readers	Compare and contrast	
	compare and	familiar stories.	RL.K.9 Compare and contrast the adventures and experiences of
Readers express	contrast		characters in familiar stories.
character traits and	characters?	Determine the meaning of	
details.		words using based on	RL.K.10 Actively engage in group reading activities with purpose and
	Why do readers	kindergarten content.	understanding.
	describe		
Vocabulary:	characters?	21 st Century Skills	L.K.4a-b Determine or clarify the meaning of unknown and multiple-
Fiction		CRP1. Act as a	meaning words and phrases based on kindergarten reading and content.
Details		responsible and	
Character	SE,ELL,BSI,GT	contributing citizen and	L.K.5a-d With guidance, explore word relationships and nuances in
Compare	Modifications:	employee.	word meanings.
Contrast	Small Group		
Character traits	Instruction	CRP4. Communicate	L.K.6 Use words and phrases acquired through conversations, reading
	Visual Aids	clearly and effectively and	and being read to, and responding to texts.
	Picture Clues	with reason.	
	Research		
	Resources	CRP8. Utilize critical	
		thinking to make sense of	
		problems and persevere in	
		solving them.	

Grade K

Big Idea: Fairy Tales

Reading-May

big idea: Fairy Tales			Keading-way
Enduring	Essential	Skills	Standards
Understandings	Questions		
Readers use events	Why do readers	Ask and Answer Questions	RL.K.1 With prompting and support, ask and answer questions about
in sequence when	retell a story?		key details in a text (e.g., who, what, where, when, why, how).
retelling a story.		Identify characters, settings,	
	Why do readers	and major events in story.	RL.K.3 With prompting and support, identify characters, settings and
Characters in a fairy	identify		major events in a story.
tales can be people,	characters and	Retell key details	
animals, or things.	settings in a		RL.K. 2 With prompting and support, retell familiar stories,
	story?	Describe how characters are	including key details.
Fairy tale characters		connected	
can be good and evil	Why are		RI.K.3 With prompting and support, describe the connection between
and have magical	characters in fairy	Communicate thoughts	two individuals, events ideas, or pieces of information in a text
powers.	tales, different	clearly.	, , , ,
	from characters		
Vocabulary:	in other stories?	Compare and contrast	
Characters		adventures and experiences	
Fiction	SE, ELL, BSI,	of characters in familiar	
Magic	GT	stories.	
Retell	Modifications:		
Beginning	Small Group	21 st Century Skills	
Middle	Instruction	CRP1. Act as a responsible	
End	Picture Clues	and contributing citizen and	
Problem	Reading Buddy	employee.	
Solution	to read aloud		
Setting	Visual Aids	CRP4. Communicate clearly	
Plot	Repeat, Reward	and effectively and with	
	and Clarify	reason.	

Big Idea: Celebrating Myself as a Reader Reading-June

Enduring Understandings	Essential	Skills	Standards
	Questions		
Readers recall all that they have	In what ways do	Ask and Answer questions	SL.K.2 Confirm understanding of a text read aloud or
read and learned this year.	readers recall all	about key details in a story to	information presented orally or through other media by
	that they have	confirm understanding.	asking and answering questions about key details and
Readers reflect on their growth	learned this	_	requesting clarification if something is not understood.
as readers	year?	Identify something that was	
		hard to learn or do	SL.K.1 Follow agreed-upon norms for discussions (e.g.,
Readers reflect on the kinds of	Why should		listening to others with care and taking turns speaking about
books they enjoy and how they	readers reflect on	Actively engage in group	the topics and texts under discussion).
help them become a better	their growth?	reading activities	
reader			SL.K.6 Speak audibly and express thoughts, feelings and
		Read emergent reader texts	ideas clearly.
Vocabulary:	Suggested	with purpose and	
Nonfiction	Modifications:	understanding	RL.K.10 Actively engage in group reading activities with
Fiction			purpose and understanding
Author	Small group	21 st Century Skills	
Illustrator	Reading Buddy	CRP1. Act as a responsible	
Syllables	Visual Aids	and contributing citizen and	
Fairy Tales	Repeat, Reward,	employee.	
Recognize	and Clarify		
Rhyming	Small Group	CRP4. Communicate clearly	
Print	Anchor charts	and effectively and with	
Features		reason.	
Text			
Words		CRP6. Demonstrate	
Focus/sight words		creativity and innovation.	
Patterns			
Reading strategies		CRP8. Utilize critical	
Characters		thinking to make sense of	
		problems and persevere in	
		solving them.	