

**Language Arts/ Reading**  
**Grade: Kindergarten**  
**Big Ideas**

<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>	<b>JANUARY</b>
<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">Readers Build Reading Habits</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">Powerful Partnerships</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">Discovering Patterns</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">Story Elements</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">Developing Opinions About What I Read</p>
<b>FEBRUARY</b>	<b>MARCH</b>	<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>
<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">Non-Fiction: Readers Read To Learn</p> <p style="text-align: center;">Cross Curricular</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">Non-Fiction Readers Read To Learn How To Do Things</p> <p style="text-align: center;">Cross Curricular</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">Characters</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">Fairy Tales</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">Celebrating Myself As A Reader</p>

Grade K

Big Idea: Reader's Build Reading Habits

Reading-September

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

**Grade K**

**Big Idea: Readers Read, Think and Talk about Emergent Story Books**

**Reading-October**

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

Grade K

Big Idea: Discovering Patterns

Reading-November

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

**Grade K**

**Big Idea: Story Elements**

**Reading-December**

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

Grade K

Big Idea: Developing Opinions about What I Read

Reading-January

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

Grade K

Big Idea: Non-Fiction: Readers Read To Learn; Cross Curricular

Reading-February

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

**Grade K**

**Big Idea: Non-Fiction, Readers to Learn, How to Do Things; Cross Curricular**

**Reading-March**

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



## Big Idea: Characters

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

Grade K

Big Idea: Fairy Tales

Reading-May

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

**Big Idea: Celebrating Myself as a Reader**

**Reading-June**

Enduring Understandings	Essential Questions	Skills	Standards
<p>Readers recall all that they have read and learned this year.</p> <p>Readers reflect on their growth as readers</p> <p>Readers reflect on the kinds of books they enjoy and how they help them become a better reader</p> <p><b>Vocabulary:</b>                      Nonfiction                      Fiction                      Author                      Illustrator                      Syllables                      Fairy Tales                      Recognize                      Rhyming                      Print                      Features                      Text                      Words                      Focus/sight words                      Patterns                      Reading strategies                      Characters</p>	<p>In what ways do readers recall all that they have learned this year?</p> <p>Why should readers reflect on their growth?</p> <p><b>Suggested Modifications:</b></p> <p>Small group                      Reading Buddy                      Visual Aids                      Repeat, Reward, and Clarify                      Small Group                      Anchor charts</p>	<p>Ask and Answer questions about key details in a story to confirm understanding.</p> <p>Identify something that was hard to learn or do</p> <p>Actively engage in group reading activities</p> <p>Read emergent reader texts with purpose and understanding</p> <p><i><b>21<sup>st</sup> Century Skills</b></i>  <b>CRP1.</b> <i>Act as a responsible and contributing citizen and employee.</i></p> <p><b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i></p> <p><b>CRP6.</b> <i>Demonstrate creativity and innovation.</i></p> <p><b>CRP8.</b> <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>SL.K.2</b> 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.</p> <p><b>SL.K.1</b> Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings and ideas clearly.</p> <p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding</p>