

**English Language Arts**  
**Unit 1: Building Reading Habits**

<b>Essential Understandings</b>	Effective readers engage in behaviors that contribute to the understanding and enjoyment of becoming lifelong learners while attending to accuracy, fluency, comprehension, expanded vocabulary and purpose.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the behaviors that contribute to effective reading?</li> <li>• What are the skills and strategies that contribute to effective reading?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>• Readers have a personal responsibility to choose behaviors that contribute to effective reading.</li> <li>• Collaborative discussions follow agreed-upon rules.</li> <li>• Print is organized and made up of basic features.</li> <li>• Language is comprised of syllables and sounds.</li> <li>• Phonics and word analysis skills aid in decoding words.</li> <li>• Standard English grammar and usage have conventions.</li> <li>• Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.</li> </ul>
<b>Vocabulary/Content</b>	<ul style="list-style-type: none"> <li>• “Good Fit” book, accuracy, fluency, understanding, vocabulary, stamina, text, expression, discussion, strategy, connection, illustrate, illustration, illustrator, author, focus, letter, upper case, lower case, punctuation, spacing, one-to-one, partner reading, read to self, rereading, prediction, picture walk</li> </ul>
<b>Essential Skills</b>	<p>With prompting and support...</p> <ul style="list-style-type: none"> <li>• Ask and answer questions for clarification and understanding about key ideas in a text.</li> <li>• Name author and illustrator of text and define each role.</li> </ul> <p>Independently...</p> <ul style="list-style-type: none"> <li>• Recognize common types of texts.</li> <li>• Identify the front and back cover and the title page of a book.</li> <li>• Follow words from left to right, top to bottom, and page by page.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• Understand that words are separated by spaces in print.</li> <li>• 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.</li> <li>• Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> <li>• Engage in collaborative discussions using agreed-upon rules.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Read emergent-reader texts with purpose and understanding</li> <li>• Demonstrate mastery of grade level appropriate foundational and language skills .See Appendix:KBRH</li> </ul>
<p><b>Related Maine Learning Results</b></p>	<p><u>Foundational Skills- Kindergarten</u></p> <ul style="list-style-type: none"> <li>• RF.K.1 Demonstrate understanding of the organization and basic features of print.             <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> </ul> </li> <li>▪ RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).             <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with //, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> </li> <li>▪ RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.             <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> </li> <li>• RF.K.4 Read emergent-reader texts with purpose and understanding</li> </ul> <p><u>Speaking and Listening- Kindergarten</u></p> <ul style="list-style-type: none"> <li>• SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.             <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening</li> </ul> </li> </ul>

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to others and taking turns speaking about the topics and texts under discussion).

- b. Continue a conversation through multiple exchanges.
- SL.K.2 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.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language-Kindergarten

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. Produce and expand complete sentences in shared language activities.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  - 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.
- L.K.5 with guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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	<ul style="list-style-type: none"> <li>• L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>
<p align="center"><b>Sample Lessons, Learning Activities, and Strategies</b></p>	<ul style="list-style-type: none"> <li>• Story maps</li> <li>• Retells</li> <li>• Oral reflections</li> <li>• Class books</li> <li>• Self-selecting books</li> <li>• Interactive writing</li> <li>• Journal responses</li> <li>• Shared reading</li> <li>• Class charts and poems</li> <li>• Partner reading</li> <li>• Morning Message</li> <li>• Anchor Charts (reading routines and respectful reading)</li> <li>• Modeling one-to-one correspondence</li> <li>• I charts</li> <li>• Interactive read alouds</li> <li>• Listening centers</li> <li>• Stamina chart</li> <li>• Syllable and rhyming greeting</li> <li>• <i>Words Their Way</i> sorts</li> <li>• Raz-Kids</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>• DRA 2</li> <li>• Running records</li> <li>• CAP (Concepts About Print)</li> <li>• Letter Identification</li> <li>• Letter Sounds</li> <li>• Story Retell</li> <li>• Conference and observation notes</li> <li>• Active engagement with text</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<p><u>Publications:</u></p> <ul style="list-style-type: none"> <li>• <i>Units of Study for Teaching Reading</i> by Lucy Calkins</li> <li>• <i>Kindergarten Phonics</i> by Fountas and Pinnell</li> <li>• <i>Words Their Way</i></li> <li>• <i>Interactive Writing – How Language and Literacy Come Together, K-2</i> by McCarrier, Pinnell, Fountas</li> <li>• <i>Read, Write, Think</i></li> <li>• <i>The Complete Year in Writing</i> by McNally and Allyn</li> <li>• <i>Every Child a Reader</i> by Coffin</li> <li>• <i>Let's Find Out</i></li> <li>• <i>The Continuum of Learning Literacy Grades PreK-2</i> by Pinnell &amp; Fountas</li> <li>• <i>Daily 5</i> by Boushey &amp; Moser</li> </ul>

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- *Café Book* by Boushey & Moser
- *Smarter Charts K-2* by Martinelli & Mraz

**Suggested Texts:**

- How to Read a Story by Kate Messner
- Reading Makes You Feel Good by Todd Parr
- The Kissing Hand by Penn
- Brown Bear, Brown Bear What Do You See? By Bill Martin
- Chicka Chicka Boom Boom by Bill Martin & Joan Archambault
- The Very Hungry Caterpillar by Eric Carle

**Videos:**

- Teacher's College videos
- Selected Story Videos