Teacher: Brumbaugh, Harti	man, McMinn	Course: Reading	Grade Level(s): K	
	Stepping Stones/Kind	erRoots		
	Topic(s): Literature			
Content/Big Ideas	 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. * Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Read and comprehend complex literary and informational texts independently and proficiently. 			
Essential Questions	Why learn ne	_	ng from informational and literary text?	
Concepts	 Retell familia Identify chara Ask and answ Recognize collowing Name the autostory. Describe the Compare and stories. 	relationship between illust contrast the adventures	etails. or events in a story. own words in a text.	

Competencies	By the end of the year, students will proficiently read and comprehend literature in Kindergarten.	
Standards/Benchmarks	C.C.1.1.K, C.C.1.2.K, C.C.1.3.K, C.C.1.4.K, C.C.1.5.K	
Activities & Assessments	 Weekly individual assessments. SOLOS Teacher Observations Guided Reading Partner Reading Think-Pair-Share Read and Respond 	

Teacher: Brumbaugh, Hartman, McMinn		Course: Reading	Grade Level(s): K
	Stepping Stones/KinderRoots Topic(s): Informational Text		
Content/Big Ideas	 Read closely to determine what the text says explicitly and to make logical inferences fror cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course text. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape mean or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Analyze how two or more texts address similar themes or topics in order to build knowled or to compare the approaches the authors take. Read and comprehend complex literary and informational texts independently and proficiently. 		ponclusions drawn from opment; summarize the eract over the course of a termining technical, d choices shape meaning agraphs, and larger to each other and the f a text. Thats, including visually occluding the validity of each other to build knowledge opened agraphs.
Essential Questions	How does interaction with text pr	neaning from informational and liter ovoke thinking and response? es the learner use to figure out unkn	•
Concepts	 key supporting details and ideas. Describe the connection between pieces of information in a text. Ask and answer questions about Identify the front cover, back cover. Name the author and illustrator of core information in a text. Describe the relationship between appear (e.g., what character, place identify the reasons an author given identify basic similarities in and desame topic (e.g., in illustrations, or illustrations). 	es of a text and analyze their development wo individuals, events, ideas, or unknown words in a text. er, and title page of a book. of a text, and define the role of each illustrations and the text in which te, thing, or idea in the text an illustres to support points in a text. lifferences between two texts on the	h in presenting the ideas n they tration depicts).

Competencies	By the end of the year, students will proficiently read and comprehend informational texts in Kindergarten.
Standards/Benchmarks	C.C.1.1.K, C.C.1.2.K, C.C.1.3.K, C.C.1.4.K, C.C.1.5.K
Activities & Assessments	 Weekly individual assessments. SOLOS Teacher Observations Guided Reading Partner Reading Think-Pair-Share Read and Respond

Teacher: Brumbaugh, Har	rtman, McMinn Course: Reading Grade Level(s): K			
	Stepping Stones/KinderRoots			
	Topic(s): Speaking and Listening			
Content/Big Ideas	 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 			
Essential Questions	 What do good listeners do? How do active listeners make meaning? How do speakers employ language and utilize resources to effectively communicate a message? 			
Concepts	 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups. 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. Ask and answer questions to seek help, get information, or clarify something that is not understood. Describe familiar people, places, things, and events and with prompting and support, provide additional detail. Add drawings or other visual displays to descriptions, as desired, to provide additional detail. Speak audibly, and express thoughts, feelings, and ideas clearly. 			
Competencies	By the end of the year, students will proficiently speak in complete sentences and actively listen.			

Standards/Benchmarks	C.C.1.1.K, C.C.1.2.K, C.C.1.3.K, C.C.1.4.K, C.C.1.5.K
Activities & Assessments	 Weekly individual assessments. SOLOS Teacher Observations Guided Reading Partner Reading Think-Pair-Share Read and Respond