**Kindergarten: Unit 1**

**Big Idea:** We see all kinds of people each day.

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|  | **Lesson 1**  How can I find the most important ideas in a selection? | **Lesson 2**  What clues tell me how a character feels? | **Lesson 3**  How do the parts of a story work together? | **Lesson 4**  How can photographers help me better understand a selection? | **Lesson 5**  Why is the order in which things happen in a story important? |
| **Big Book Title &**  **Genre** | *What Makes a Family?*  Informational Text | *How Do Dinosaurs Go to School?*  Fantasy | *Please, Puppy, Please*  Realistic Fiction | *Everybody Works*  Informational Text | *Kite Flying*  Realistic Fiction |
| **Reading Standards** | Informational 2, 5, 6 and 7 | Literature 2, 3 and 6 | Literature 2, 3 and 6 | Informational 2, 5, 6 and 7 | Literature 2, 3 and 6 |
| **Writing Standards** | *Developing the Writing Community (Being a Writer)*  Writing 3: Draw, tell and write about something interesting  Writing 8: Use my own experiences and sources to add to my writing | | | | |
| **Language Standards** | Nouns for People  Capitalize “I”  Classify and Categorize Family Words | Nouns for Places | Nouns for Animals & Things  Synonyms | Action Verbs  Environmental Print  Beginning Capital Letter | Action Verbs  Synonyms  Beginning Capital Letter |
| **Foundational Standards** | Print Concepts: Left to Right, Top to Bottom  Upper and Lowercase Kk, Ll, Mm, Nn, Oo  PA: Rhyming Words and Single Sounds  Sight Words: I | Print Concepts: Left to Right, Top to Bottom  Sentences/Words & Spaces (ECC)  Upper and Lowercase Pp, Qq, Rr, Ss, Tt  PA: Beginning Sounds  Sight Words: like | Print Concepts: Left to Right, Top to Bottom  Words/Letters  Upper and Lowercase Uu, Vv, Ww, Xx, Yy, Zz  PA: Beginning Sounds  Sight Words: the | PA: Beginning Sounds and Sounds in Oral Sentences  Phonics: Letter/Sound m  Sight Words: and | PA: Beginning Sounds and Sounds in Oral Sentences  Phonics: Letter/Sound s  Sight Words: I, like, the, and |
| **Speaking & Listening** | *See Overarching Standards for Speaking and Listening 1* | | | | |
| **Social**  **Studies** | Learning about Myself and My Classroom Community | | | | |
| **Health** | Mental & Emotional Health | | | | |

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| **Reading Literature Standards**  **Journeys Lessons 2, 3 and 5** | **Reading Informational Standards**  **Journeys Lesson 1 and 4** |
| Literature 2: With prompting and support, retell familiar stories, including key details.   * I can tell important events in the order they happened using the words first and next. | Informational 2: With prompting and support, identify the main topic and retell key details of a text.   * I can identify the main topic of a nonfiction text. * I can identify the key details that support the main topic. |
| Literature 3: With prompting and support, identify major characters, settings, and major events in a story.   * I can identify the characters in the story. * I can identify the settings of the story. * I can identify the major events of the story. | Informational 5: Identify the front cover, back cover, and title page of a book.   * I can identify the front and back cover of a book. * I can find the title page of a book. |
| Literature 6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.   * I can name the author and illustrator of a text. * I can explain the author’s role. * I can explain the illustrator’s role. | Informational 6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.   * I can name the author and illustrator of a text. * I can explain the author’s role. * I can explain the illustrator’s role. |
| Informational 7: With prompting and support, describe the relationship between illustrations and the text in which they appear.   * I can tell how the illustrations match the words in a text. |
| **Focusing our Instruction** | |
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**\*\* Standards listed in bold indicate mastery and the final time this standard will be included in a unit study.**  
\*\* Underlined words indicate academic vocabulary for instruction.

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| **Writing Standards**  ***Developing the Writing Community***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 1-5** |
| Writing 3: 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.   * I can use illustrations and writing to tell my reader about something interesting that has happened. * I can tell my reader the events that happened. * I can tell my reader the order of events in which they happened. * I can tell my reader the reaction to what happened. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can use nouns to write about people, places, and things. (Lessons 1, 2 and 3) * I can print uppercase and lowercase letters for Mm and Ss. (Lesson 4 and 5) * I can use verbs to write about actions. (Lesson 4 and 5) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can recognize and capitalize “I” when I read and write. (Lesson 1) * I can match the sounds of letters with their written form for the letters Mm and Ss. (Lessons 4 and 5) * I can locate and use capital letters at the beginning of sentences when reading and writing. (Lessons 4 and 5) |
| Writing 8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   * I can recall information from my own experiences to answer questions. * I can use sources to help me answer questions. | Language 5: With guidance and support from adults, explore word relationships and nuances in word meanings.   * I can sort objects and words I know into categories. (Lesson 1) * I can recognize familiar labels and signs around me. (Lesson 4) |

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| **Foundational Standard 1**  **Print Concepts**  **Journeys Lessons 1-5 and**  **Extending the CC – Unit 1 (ECC)** | **Foundational Standard 2**  **Phonemic Awareness**  **Journeys Lessons 1-5** | **Foundational Standard 3**  **Phonics**  **Journeys Lessons 1-5** |
| Foundational 1:   * I can follow words from left to right, top to bottom, and page by page. (Lessons 1, 2 and 3) * I can recognize that sentences are made up of words and words in a sentence are separated by spaces. (Lesson 2 and ECC) * I can recognize letters in print and explain how letters go together to make words. (Lesson 3) * I can recognize and name all upper and lowercase letters of the alphabet. (Lessons 1-5) | Foundational 2:   * I can recognize and produce rhyming words. (Lessons 1 and 2) * I can isolate and pronounce beginning sounds in spoken words. (Lessons 3, 4 and 5) | Foundational 3:   * I can recognize and produce the proper common sound for the consonants m and s. (Lessons 4 and 5) * I can recognize and read sight words (I, like, the, and). (Lessons 1-5) |

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| **Speaking & Listening Standards**  **Journeys Lessons 1-5** |
| *See Overarching Standards for Speaking and Listening 1* |