Kindergarten: Unit 3

Big Idea: There is so much to see outside.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Lesson 11**  How are the months of the year the same and different? | **Lesson 12**  What clues help me figure out things an author does not tell me? | **Lesson 13**  Why do authors write informational texts? | | **Lesson 14**  What causes events in a story to happen? | **Lesson 15**  Why is it important to know what happens first, next, and last in a selection? |
| **Big Book & Genre** | *Jump Into January*  Concept Book | *Snow*  Fantasy | *What Color is Nature?*  Informational Text | | *Turtle Splash*  Concept Book | *What A Beautiful Sky!*  Informational Text |
| **Reading Standards** | Informational 3, 8, and 9 | Literature 1, 3 and 7 | Informational 3, 8, and 9 | | Informational 3, 8, and 9 | Informational 3, 8, and 9 |
| **Writing Standards** | *Getting Ideas – Continued (Being a Writer)*  Writing 2: Draw, tell and write to inform | | | | | |
| **Language Standards** | Sentence Parts: Subject  Synonyms (\*ECC only)  Figurative Language | Sentence Parts: Verbs  Classify & Categorize Sensory Words  Word Endings –s, -ed, -ing (\*ECC only) | Complete Sentences  Classify & Categorize Color Words | | Verbs in Past Tense  Classify & Categorize Number Words | Statements  Figurative Language |
| **Foundational Standards** | PA: Blend Phonemes and Final Sound  Phonics: Review Short a and Blending Words  Sight Words: come, me | Print Concepts: Letters/Words/ Sentences/Stories  PA: Blend Phonemes and Final Sound  Phonics: Letter/Sound n and Blending Words  Sight Words: with, my | Print Concepts: Letters/Words/ Sentences/Stories  Spaces to Count Words  PA: Blend Phonemes and Final Sound  Phonics: Letter/Sound f and Blending Words  Sight Words: you, what | | Print Concepts: Letters/Words/ Sentences/Stories  PA: Blend Phonemes and Middle Sound  Phonics: Letter/Sound b and Blending Words  Sight Words: are, now | Print Concepts: Letters/Words/ Sentences/Stories  Spaces to Count Words  PA: Blend Phonemes and Middle Sound  Phonics: Blending Review  Sight Words: come, me, with, my, you, what, are, now |
| **Speaking & Listening** | Speaking and Listening 5: Adding visuals to provide details | | | | | |
| **Science** | Weather and Seasons | | | | | |
| **Health** | Nutrition, Personal & Consumer Health | | | | | |
| **Reading Literature Standards**  **Journeys Lesson 12** | | | | **Reading Informational Standards**  **Journeys Lessons 11, 13, 14, 15 and**  **Extending the CC – Unit 3 (ECC)** | | | |
| Literature 1: With prompting and support, ask and answer questions about key details in a text.   * I can tell the difference between asking a question and answering a question. * I can ask questions about key details in a story. * I can answer questions about key details in a story and draw a conclusion. | | | | Informational 3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.   * I can describe how two or more individuals, events, ideas, or pieces of information in a nonfiction text are alike and different. * I can describe why things happen in a text. (cause/effect) * I can describe the order of events that happen in a text using the words first and next. | | | |
| **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 8: With prompting and support, identify the reasons an author gives to support points in a text.   * I can identify the reasons an author gives to support points in a text. | | | |
| **Literature 7: 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).**   * **I can tell how an illustration matches the words in a story.** | | | | Informational 9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).   * I can identify the way two texts on a topic are alike and different. * I can use the illustrations when describing how texts are alike and different. | | | |
| **Focusing our Instruction** | | | | | | | |
|  | | | |  | | | |

**\*\* 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.

|  |  |
| --- | --- |
| **Writing Standards**  ***Getting Ideas* (Continued)**  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 11-15 and**  **Extending the CC – Unit 3 (ECC)** |
| Writing 2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.   * I can use drawing, telling and writing to create a text that informs my readers about a topic. * I can name my topic and tell my reader information about it. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can print uppercase and lowercase letters for Aa, Nn, Ff and Bb. (Lessons 11-14) * I can use verbs to tell what people, animals, or things do. (Lessons 12 and 14) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can match the sounds of letters with their written form for Aa, Nn, Ff and Bb. (Lessons 11-14) * I can locate and use capital letters at the beginning of sentences when reading and writing. (Lessons 13 and 15) * I can recognize, name and use proper punctuation marks found at the end of sentences when reading and writing. (Lessons 13 and 15) |
| Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.   * I can recognize when words I know do not have their usual meanings and are used in a different way. (Lesson 11) * I can use the endings –s, -ed and –ing to help me figure out the meaning of a word. (Lesson 12 and ECC) |
| Language 5: With guidance and support from adults, explore word relationships and nuances in word meanings.   * I can recognize action words when I read and act them out to help me better understand what I am reading. (Lesson 11 and ECC) * I can sort objects and words I know into categories. (Lessons 12, 13 and 14) |

|  |  |  |
| --- | --- | --- |
| **Foundational Standard 1**  **Print Concepts**  **Journeys Lessons 11-15** | **Foundational Standard 2**  **Phonemic Awareness**  **Journeys Lessons 11-15** | **Foundational Standard 3**  **Phonics**  **Journeys Lessons 11-15** |
| Foundational 1:   * I can recognize and name upper and lowercase letters for Aa, Nn, Ff, and Bb. (Lessons 11 – 15) * I can recognize that letters make up words, words make up sentences and sentences make up stories. (Lessons 12, 13, 14 and 15) * I can use spaces between words to help me count words in a sentence. (Lessons 13 and 15) | Foundational 2:   * I can isolate and pronounce beginning, middle and ending sounds in spoken words. (Lessons 11-15) * I can blend sounds I hear to form words I know. (Lessons 11-15) * I can count, pronounce, blend, and segment syllables in a compound word (e.g., sometimes, some/times, sometimes). (Lessons 13 and 15) | Foundational 3:   * I can recognize and read sight words (come, me, with, my, you, what, are, now). (Lessons 11-15) * I can recognize and use the short vowel a when reading and writing words. (Lessons 11 and 15) * I can recognize and produce the proper common sound for the consonants n, f, and b in words. (Lessons 12, 13 and 14) |

|  |
| --- |
| **Speaking & Listening Standards**  **Journeys Lessons 11-15** |
| Speaking and Listening 5: Add drawings or other visual displays to descriptions as desired to provide additional detail.   * I can add drawings or other visuals in order to provide more details. |