Kindergarten: Unit 4

Big Idea: It’s fun to explore.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Lesson 16** Why are details helpful? | **Lesson 17**What clues help me figure out things the author does not tell me? | **Lesson 18**How does knowing why the author wrote a selection help me? | **Lesson 19**What causes events in a story to happen? | **Lesson 20**Why is it important to know when things happen in a story? |
| **Big Book & Genre** | *What is Science?*Informational Text | *I Love Bugs!*Realistic Fiction | *In the Big Blue Sea*Informational Text | *Sheep Take a Hike*Fantasy | *Curious George’s Dinosaur Discovery*Fantasy |
| **Reading Standards** | Informational 2 and 8 | Literature 1, 2, 5 and 9 | Informational 2 and 8 | Literature 1, 2, 5 and 9 | Literature 1, 2, 5 and 9 |
| **Writing Standards** | *Telling More (Being a Writer)*Writing 3: Draw, tell and write about something interestingWriting 5: Using suggestions |
| **Language Standards** | Proper Nouns for People & PetsClassify and Categorize Science WordsBeginning Capital LetterEnding Punctuation | Proper Nouns for PlacesMultiple Meaning WordsBeginning Capital Letter | Verbs in Future TenseBeginning Capital Letter | Verbs in Past TenseAntonymsBeginning Capital LetterEnding Punctuation | Verbs: Past, Present, FutureSynonymsPrefixes re-, un-, pre- (\*ECC only) |
| **Foundational Standards** | Print Concepts: Left to Right, Top to Bottom and Page by PagePA: Blend Phonemes and Middle SoundPhonics: Letter/Sound Short i (ECC) and Blending WordsSight Words: is, how | PA: Blending /Segmenting Phonemes Phonics: Letter/Sound g and Blending WordsSight Words: find, this | PA: Blending/Segmenting Phonemes and RhymePhonics: Letter/Sound r and Blending WordsSight Words: will, be | PA: Blending/Segmenting PhonemesPhonics: Letter/Sound d and Blending WordsSight Words: go, for | PA: Blending/Segmenting PhonemesPhonics: Blending Review (short a \*ECC only)Sight Words: is, how, find, this, will, be, go, fo |
| **Speaking & Listening** | Speaking and Listening 4: Describe familiar things |
| **Social Studies**  | People Around Me |
| **Health** | Family Health & Sexuality |
| **Reading Literature Standards** **Journeys Lesson 17, 19 and 20** | **Reading Informational Standards** **Journeys Lessons 16 and 18** |
| **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 make a conclusion.**
 | 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 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.
 |
| **Literature 5: Recognize common types of texts (e.g., storybooks, poems).*** **I can recognize the differences between fiction and nonfiction texts.**
 | **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 9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.* I can identify the character’s experiences in a familiar story.
* I can find ways that character’s experiences 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*****Telling More*****(Being a Writer)** | **Language Standards** **Journeys Lessons 16-20 and****Extending the CC – Unit 4 (ECC)** |
| 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 print uppercase and lowercase letters for Ii, Gg, Rr and Dd. (Lessons 16-20)
* I can use proper nouns to write about people and places. (Lessons 16 and 17)
* I can use verbs correctly when writing and speaking. (Lessons 18, 19 and 20)
 |
| 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 the Ii, Gg, Rr, and Dd. (Lessons 16-20)
* I can locate and use capital letters at the beginning of sentences when reading and writing. (Lessons 16-20)
* I can recognize, name, and use proper punctuation marks found at the end of sentences when reading and writing. (Lessons 16 and 19)
 |
| Writing 5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.* I can use suggestions from my classmates and teachers to make my writing better.
* I can answer questions from my classmates and teachers about my writing and add details as needed.
 | Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.* I can use the prefixes re-, un- and pre- to help me understand the meaning of words I don’t know. (Lesson 20 and ECC)
 |
| 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 16)
* I can identify antonyms, or words that mean the opposite. (Lesson 19)
 |

|  |  |  |
| --- | --- | --- |
| **Foundational Standard 1****Print Concepts****Journeys Lessons 16-20** | **Foundational Standard 2****Phonemic Awareness****Journeys Lessons 16-20** | **Foundational Standard 3****Phonics****Journeys Lessons 16-20 and****Extending the CC – Unit 4 (ECC)** |
| Foundational 1:* I can recognize and name upper- and lowercase letters for Ii, Gg, Rr and Dd. (Lessons 16-20)
* I can follow words on a page from left to right, top to bottom, and page by page. (Lesson 16)
 | Foundational 2:* I can isolate and pronounce the beginning, middle, and ending sound in spoken words. (Lessons 16-20)
* I can isolate, pronounce, and blend sounds to make words I know. (Lessons 16-20)
* I can identify rhyming words when listening to words read out loud. (Lesson 18)
 | Foundational 3:* I can recognize and read sight words (is, how, find, this, will, be, go, for). (Lessons 16-20)
* I can recognize and use the long and short vowel sounds for a and i when reading and writing words. (Lessons 16, 20 and ECC)
* I can recognize and produce the proper common sound for g, r and d. (Lessons 17, 18 and 19)
 |

|  |
| --- |
| **Speaking & Listening Standards****Journeys Lessons 16-20** |
| Speaking and Listening 4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.* I can describe familiar people, places, things and events.
 |