Kindergarten: Unit 4

Big Idea: It’s fun to explore.

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|  | **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 interesting  Writing 5: Using suggestions | | | | | |
| **Language Standards** | Proper Nouns for People & Pets  Classify and Categorize Science Words  Beginning Capital Letter  Ending Punctuation | Proper Nouns for Places  Multiple Meaning Words  Beginning Capital Letter | Verbs in Future Tense  Beginning Capital Letter | | Verbs in Past Tense  Antonyms  Beginning Capital Letter  Ending Punctuation | Verbs: Past, Present, Future  Synonyms  Prefixes re-, un-, pre-  (\*ECC only) |
| **Foundational Standards** | Print Concepts: Left to Right, Top to Bottom and Page by Page  PA: Blend Phonemes and Middle Sound  Phonics: Letter/Sound Short i (ECC) and Blending Words  Sight Words: is, how | PA: Blending /Segmenting Phonemes    Phonics: Letter/Sound g and Blending Words  Sight Words: find, this | PA: Blending/Segmenting Phonemes and Rhyme  Phonics: Letter/Sound r and Blending Words  Sight Words: will, be | | PA: Blending/Segmenting Phonemes  Phonics: Letter/Sound d and Blending Words  Sight Words: go, for | PA: Blending/Segmenting Phonemes  Phonics: 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** | | | | | | | |
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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**  ***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) |

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| **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) |

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| **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. |