Kindergarten: Unit 5

Big Idea: Change is all around us.

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|  | **Lesson 21**  How do characters change in a story? | **Lesson 22**  How do the parts of a story work together? | **Lesson 23**  Why is the order of events in a selection important? | **Lesson 24**  What clues help me figure out things the author does not tell me? | **Lesson 25**  How do words and pictures help tell a story? |
| **Big Book**  **& Genre** | *The Best of Friends*  Realistic Fiction | *Leo the Late Bloomer*  Fantasy | *Zimnia’s Flower Garden*  Informational Text | *Chameleon, Chameleon*  Informational Text | *Pie in the Sky*  Realistic Fiction |
| **Reading Standards** | Literature 9 | Literature 9 | Informational 1, 3 and 9 | Informational 1, 3 and 9 | Literature 9 |
| **Writing Standards** | *Just the Facts (Being a Writer)*  Writing 2: Draw, tell and write to inform  Writing 7: Using resources | | | | |
| **Language Standards** | Pronouns: he, she, we  Multiple Meaning Words  Beginning Capital Letter | Pronouns: they, it, I  Capitalize “I”  Antonyms (ECC)  Beginning Capital Letter | Proper Nouns for Days and Months  Beginning Capital Letter | Classify and Categorize Describing Words  Use Question Words (ECC)  Ending Punctuation  Beginning Capital Letter | Classify and Categorize Season  Exclamations  Ending Punctuation  Beginning Capital Letter |
| **Foundational Standards** | Print Concepts: Left to Right, Top to Bottom & Page by Page  PA: Blend and Segment Phonemes  Phonics: Letter/Sound Short o and Blending Words  Sight Words: make, play | PA: Blend and Segment Phonemes and Substitute Phonemes  Phonics: Letters/Sounds x, j and Blending Words  Sight Words: said, good | PA: Blend and Segment Phonemes and Substitute Phonemes  Phonics: Letter/Sound Short e and Blending Words  Sight Words: she, all | PA: Blend and Segment Phonemes and Substitute Phonemes  Phonics: Letters/Sounds h, k and Blending Words  Sight Words: he, no | PA: Blend and Segment Phonemes and Substitute Phonemes  Phonics: Blending Review  Sight Words: make, play, said, good, she, all, he, no |
| **Speaking & Listening** | Speaking and Listening 2: Ask and answer questions  Speaking and Listening 3: Ask questions to get help | | | | |
| **Social Studies** | My World | | | | |
| **Health** | Community & Environmental Health | | | | |

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| **Reading Literature Standards**  **Journeys Lessons 21, 22 and 25** | **Reading Informational Standards**  **Journeys Lessons 23, 24 and**  **Extending the CC – Unit 5 (ECC)** |
| 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. | **Informational 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 to help me understand a nonfiction text.** * **I can answer questions about key details of a nonfiction text and make 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 the order of the events that happen in a text using the words first and next.** |
| **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 find ways that two texts on the same topic are similar and different.** * **I can use the illustrations when describing how texts 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**  ***Just the Facts***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 21-25 and**  **Extending the CC – Unit 5 (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 Oo, Xx, Jj, Ee, Hh and Kk. (Lesson 21-25) * I can use proper nouns to write about people and places. (Lesson 23) * I can use question words to help me learn more about a text when speaking and writing. (Lesson 24 and ECC) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can locate and use capital letters at the beginning of sentences when reading and writing. (Lessons 21-25) * I can match the sounds of letters with their written form for Oo, Xx, Jj, Ee, Hh and Kk. (Lessons 21-25) * I can recognize and capitalize “I” when I read and write. (Lesson 22) * I can recognize, name, and use proper punctuation marks found at the end of sentences when reading and writing. (Lessons 24 and 25) |
| Writing 7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).   * I can work with my classmates and teacher and use nonfiction texts to gain information about a topic. | Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.   * I know that words can have more than one meaning. (Lesson 21) |
| Language 5: With guidance and support from adults, explore word relationships and nuances in word meanings.   * I can relate words to their opposites to help me understand their meaning. (Lesson 22 and ECC) * I can sort objects and words I know into categories. (Lessons 24 and 25) |

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| **Foundational Standard 1**  **Print Concepts**  **Journeys Lessons 21-25** | **Foundational Standard 2**  **Phonemic Awareness**  **Journeys Lessons 21-25** | **Foundational Standard 3**  **Phonics**  **Journeys Lessons 21-25 and**  **Extending the CC – Unit 5 (ECC)** |
| Foundational 1:   * I can recognize and name upper- and lowercase letters for Oo, Xx, Jj, Ee, Hh and Kk. (Lessons 21-25) * I can follow words on a page from left to right, top to bottom, and page by page. (Lesson 21) | Foundational 2:   * I can count, pronounce, blend, and segment syllables in a compound word. (Lesson 21) * I can isolate and pronounce the beginning, middle, and ending sound in spoken words. (Lessons 21-25) * I can isolate, pronounce, and blend sounds to make words I know. (Lessons 21-25) * I can change one sound in a word I hear to make a new word. (Lessons 22-25 \*Opening Routine) | Foundational 3:   * I can recognize and read sight words (play, make, said, good, she, all, he, no). (Lessons 21-25) * I can recognize and produce the proper common sound for the consonants x/ks/, j, h and k. (Lessons 22 and 24) * I can recognize and use the long and short vowel sounds for o and e when reading and writing words. (Lessons 21, 23 and ECC) * I can distinguish between two words that look the same by reading each sound in the word. (Lesson 25 and ECC) |

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| **Speaking & Listening Standards**  **Journeys Lessons 21-25** |
| Speaking and Listening 2: 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.   * I can ask and answer questions about key details from a read aloud. * I can ask and answer questions about key details from an oral presentation. * I can ask and answer questions about key details from other media. * I can ask for clarification when something doesn’t make sense. |
| Speaking and Listening 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.   * I can ask and answer questions in order to seek help. |