

Kindergarten ELA Unit Overview – Quarter 2

<p>Reading Unit 3: Readers Use Everything They Have Learned in Community to Really Read</p>	<p>Writing Unit 3: Looking Closely: Observing Labeling , and Listing Like Scientists</p>
<p>Unit Overview: During this unit, students will learn the actual job of really reading words in books and their environment. This unit builds the foundational skills necessary for students to become proficient readers including locating known words, using initial sounds for reading (which will also be incorporated into writing), reading with prosody and expression, one-to-one correspondence between written and spoken word, developing concepts of print, learning cuing systems (visual, meaning and syntax), asking and answering questions about texts, and locating key details within a text.</p>	<p>Unit Overview: During this two-week unit, students will develop the foundational skills that will help them move from emergent toward conventional writers (as well as readers).</p>
<p>Reading Unit 4: Readers Study Patterns in Books (Big and Small) and Talk About Them in Community</p>	<p>Writing Unit 4: Pattern Books with opinion</p>
<p>Unit Overview: In this five-week unit, students will learn to figure out the pattern of a book to help them with decoding tricky words and story meaning. Students will look at pictures and word patterns to predict what will happen and then check their predictions to see if they can confirm them or if they need to revise them.</p> <p>Students will learn that when looking for patterns in books will fall into one of two categories: story books or informational books. Students will learn the components of a story and look for these when they are previewing books. They will also look beyond the pattern to find deeper meaning in the story. Students will begin to look past the literal and begin to infer.</p>	<p>Unit Overview: This four-week unit has been written has two purposes. The first purpose of this unit is to introduce kindergarten students to writing complete sentences using sight words that they know in patterned sentences. The second purpose of this unit is for kindergarteners to form opinions about topics and books, sharing their opinions through oral and written communication. Students will utilize their knowledge of patterned texts to help them write their opinions in the latter part of this unit. The teacher will immerse students into both pattern book writing and opinion writing while teaching this unit.</p> <p>Writing Unit 5: Writing For Readers</p> <p>Unit Overview: This unit helps students develop the foundational skills that will help them move from emergent toward conventional reading and writing.</p>

ELA Common Core Reading Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Key Ideas and Details

RLK.1 With prompting and support, ask and answer questions about key details in a text.

RLK.3 With prompting and support, identify characters, setting and major events in a story.

RIK.1 With prompting and support, ask and answer questions about key details in a text.

RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RLK.4 Ask and answer questions about unknown words in a text.

RIK.4 With prompting and support, ask and answer questions about unknown words in a text.

Reading Foundational Skills

RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.**
- c. Blend and segment onsets and rimes of single-syllable spoken words.**
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.**

RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- c. Read common high frequency words by sight (e.g., the, to, you, she, my, is, are, do).

ELA Common Core Writing Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Text Types and Purposes

WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).

WK.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.

WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research and Build to Present Knowledge

WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short vowel sounds (phonemes).**

The standards below may be observed and assessed within any content area throughout the day.

- SLK.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.
- SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- LK.1f Produce and expand complete sentences in shared language activities.**
- LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (in speaking and shared language activities)
 - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word (in speaking and shared language activities)
- LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).