

Kindergarten ELA Unit Overview – Quarter 3

<p>Reading Unit 5: In Our Community, Partners Help Teach Each Other to Read</p>	<p>Writing Unit 6: Procedural Writing: How to Books</p>
<p>Unit Overview: In this unit, students use prior learned strategies as well as new ones to read with more confidence on their own as well as help their reading partners do the same. Partnerships will be set up with students on the same reading level. They will learn how to help each other, how to be effective teachers for their partners, how to ask questions to help their partners with their reading and ways partnerships can read texts together. Read Aloud sessions will become more interactive with the modeling of how to ask and answer good questions. Readers will learn why rereading is so important and different ways they can reread.</p>	<p>Unit Overview: In this unit, students will have multiple opportunities to tell and write their personal stories across three-page booklets, draw pictures to show the beginning, middle, and end of a story, and label the things in the pictures. Students will be immersed in procedural or “How To” writing through exposures such as read alouds and modeled writing before expecting them to do it themselves, to give them the big picture of the purpose and structure of this type of writing.</p>
<p>Reading Unit 6: In Our Community, We Learn About Ourselves and Our World by Reading for Information</p>	<p>Writing Unit 7: Informational Writing: Writing All About Books</p>
<p>Unit Overview: In this unit, students will discover more about the world around them through information books. Teachers will help students make sense of their experiences and learn vocabulary about this experience so they are prepared to present their new knowledge and ideas. Not only will your students be learning how to read nonfiction texts they will begin to read to learn.</p>	<p>Unit Overview: In this unit, students will continue with an immersion in informational writing while producing information books on a variety of topics. The students will study nonfiction books and learn the different text features such as labeled diagrams (parts of a...), close up pictures that teach, bold or important vocabulary words, and headings. Students will be expected to incorporate these features into their own information books. They will practice the strategy of visualizing to help them describe people, places, and things in their information books. Students will design front covers for their books that include a title, picture and author’s name. They will practice sharing their books with their classmates.</p>

ELA Common Core Reading Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Key Ideas and Details

RLK.2 With prompting and support, retell familiar stories, including key details.

RIK.2 With prompting and support, identify the main topic and retell key details of 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

RIK.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text and illustration depicts).

RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.

RIK.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).

Reading Foundational Skills

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).**

RFK.4 Read emergent-reader texts with purpose and understanding.

ELA Common Core Writing Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Text Types and Purposes

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.

Production and Distribution of Writing Research to Build and Present

Knowledge

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

WK.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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.

- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

- a. Capitalize the first word in a sentence and the pronoun I.
- c. **Write a letter or letters for most consonant and short vowel sounds (phonemes).**
- d. **Spell simple words phonetically drawing on knowledge of sound-letter relationships.**

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

**SLK.1b Participation in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Continue a conversation through multiple exchanges.**

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.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

LK.1f Produce and expand complete sentences in shared language activities.

LK.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.