

Kindergarten ELA Unit Overview – Quarter 4

<p>Reading Unit 7: Readers Use All of Their “Tricks and Tools” in their Backpacks When It Comes to Tricky Parts</p>	<p>Writing Unit 8: Author As Mentor</p>
<p>Unit Overview: In this unit, students will spend more time reading independently to promote reading success for future years. They will learn more strategies to use while they are reading including word solving, cross-checking, self-correcting and making meaning. Teachers will model how readers use their strategy toolbox to make meaning when reading (e.g. finding the main idea, asking and answering questions, etc.). Readers will learn to persevere when they come to “hard parts” during reading. Strong foundational skills of having letter/sound correspondence, learning vowel patterns for short and long vowels and fluency with high frequency words will be a focus.</p>	<p>Unit Overview: This unit is designed to help students transition back into writing personal narratives and small moments. Students will focus generating ideas of topics from their own lives. It will also help them select the most important or memorable parts of those times to zoom in on and tell more about what they were doing, how they were feeling, what others we doing and saying etc. Teachers will help their students begin to look at a book through the eyes of a writer. They will learn how to use an author or favorite book to study the author’s processes, techniques or craft moves to see what makes their books so engaging.</p>
<p>Reading Unit 8: Readers Put Themselves in the Place of Characters and Perform Books</p>	<p>Writing Unit 9: Persuasive Writing of All Kinds</p>
<p>Unit Overview: The purpose of this unit is to have students see themselves as the readers they are and to begin to realize they have preferences in books and characters. Students will be exposed to a variety of books that feature people or animals that act like people so they can study the characters and role play/pretend to be these characters. They will do character studies so they will be able to really compare characters. Students will study the different traits characters have and use text and illustrations to prove their thinking.</p>	<p>Unit Overview: This unit will focus not just on how to write, but also why to write. There is a heavy emphasis on teaching students to write for real purposes and to a real audience. Students will learn that they can write to make their classroom, their school, and the world around them into a better place. They will learn to state a topic and then state their opinion about that topic. They will notice problems around them and learn to how to make suggestions for how that problem could be solved. Kindergartners will begin with writing signs, songs, and petitions and then they will move into writing letters and conclude the unit with an informal speech about problems they see in the classroom, school, and world.</p>
<p>Reading Unit 9: Readers Share Their Reading Across Genres</p>	
<p>Unit Overview: This final unit is all about the gift of reading. Students will give the gift of reading to all the people who matter to them. They will think about who these important people are and purposely choose types of books they would like to hear. Students will use their knowledge of the different types of texts read throughout the year and their characteristics so they can make the best choices possible.</p>	

ELA Common Core Reading Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Key Ideas and Details

- RLK.3 With prompting and support, identify characters, settings, and major events in a story.
- 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.
- RLK.5 Recognize common types of texts (e.g., storybooks, poems).
- RIK.4 With prompting and support, ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

- RLK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**
- 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.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- b. Count, pronounce, blend, and segment syllables in spoken words.
- RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- b. **Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**
- c. **Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**
- d. **Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (e.g., analogies or changes in onset and rime: can/man)**

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.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.**

Production and Distribution of Writing

- 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).

Language

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

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

SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that 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.5d 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.