

# Kdg. ELA Units

<p><b>Unit 1 : Quarter 1</b> Welcome to Kindergarten</p> <p><b>Unit Description</b> This unit will focus on the many new learning experiences students will encounter as a new Kindergartener. They will be exposed to various types of literature with a focus on feelings of characters new to Kindergarten, things they will learn in school, and about making new friends. They will participate in shared writing activities throughout the unit related to how it feels to be a kindergarten student and what they experience as a kindergarten student.</p>	<p><b>Anchor Text(s)</b> Welcome to Kindergarten</p> <p>The Night Before Kindergarten</p> <p>Countdown to Kindergarten</p> <p>Kindergarten Here I Come</p> <p>Little Critter’s First Day of School</p> <p>We Are All Alike... We Are All Different</p> <p><b>Informational Text:</b> We Are Alike, We Are Different</p> <p>This Is the Way We Go to School</p> <p><b>Poems:</b> Poetry about school</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are the parts of a book?</li> <li>• What are some common types of texts?</li> <li>• How can I figure out the meaning of an unknown word?</li> <li>• What can you learn in kindergarten?</li> </ul>	<p><b>Reading Standards</b></p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p><b>Writing Standards</b></p> <p>W.K.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.</p>
		<p><b>Speaking and Listening Standards</b></p> <p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Language Standards</b></p> <p>L.K.5a Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>

<p><b>Unit 2 : Quarter 1</b> Exploring With Friends in the Neighborhood</p> <p><b>Unit Description</b> This unit will focus on the interaction characters have with one another in a neighborhood. Books from the Litter Critter series by Mercer Mayer will be used for instruction. Students will learn to identify characters, settings, and major events in a text. They will participate in shared writing activities throughout the unit focusing on writing about a single event, sequencing events in order, and writing a reaction to what happened.</p>	<p><b>Anchor Text(s)</b> <b>Little Critter Series</b> This is my Town</p> <p>Going to the Firehouse</p> <p>The Fall Festival</p> <p>We Are Moving</p> <p>My Trip to the Hospital</p> <p>Just Me and My Friend</p> <p>When I Get Bigger</p> <p><b>Clifford Series</b> If additional text is needed for week two.</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do friends interact with one another in a neighborhood?</li> <li>• What are the parts of a story?</li> <li>• How can answering questions help me understand a story?</li> </ul>	<p><b>Reading Standards</b> RL.K.1 With prompting and support, ask* and answer questions about key details in a text. <b>* Students asking questions should be included for HLL only</b></p> <p>RL K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>Writing Standards</b> W.K.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.</p>
		<p><b>Speaking and Listening Standards</b> SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL. K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>	<p><b>Language Standards</b> L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>

<p><b>Unit 3 : Quarter 1</b> Laura Numeroff Author Study</p> <p><b>Unit Description</b> This unit will focus on studying the author Laura Numeroff, an award winning writer of books for readers ranging from preschool to grade 3. She has created books in a series (If You Give a ...), affording readers the opportunity to continue reading about favorite characters and settings. Students will listen to and read picture books to develop an understanding of the author’s life and how her experiences influenced the stories and themes in her books. Students will learn what an author and illustrator are and their roles when writing a text. They will participate in shared writing activities throughout the unit focusing on writing about a single event, sequencing events in order, and writing a reaction to what happened.</p>	<p><b>Anchor Text(s)</b> What Sisters Do Best/What Brothers Do Best</p> <p>Dogs Don’t Wear Sneakers</p> <p>What Puppies Do Best</p> <p>If You Take a Mouse to the Movies</p> <p>Beatrice Doesn’t Want To</p> <p>When Sheep Sleep</p>	<p><b>Reading Standards</b></p> <p>RL.K.1 With prompting and support, ask* and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>Writing Standards</b></p> <p>W.K.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.</p>
	<p>If You Give a Pig a Pancake</p> <p>If You Give a Cat a Cupcake</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are the important parts of a story?</li> <li>• Who is the author? What does he/she do?</li> <li>• Who is the illustrator? What does he/she do?</li> <li>• How can answering/asking questions help me understand a story?</li> <li>• What can you learn from characters that you read about?</li> </ul>	<p><b>Speaking and Listening Standards</b></p> <p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b Continue a conversation through multiple exchanges.</p> <p>SL.K.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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>Language Standards</b></p> <p>L.K.1a Print many upper and lowercase letters.</p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>

<p><b>Unit 4 : Quarter 2</b> Nursery Rhymes</p> <p><b>Unit Description</b> The unit focus will be on classic Nursery Rhymes. Nursery rhymes greatly enrich young children's vocabularies and supply some early lessons in the ways our language works. Nursery rhymes are important for young children because they help develop an ear for our language. Both rhyme and rhythm help kids hear the sounds and syllables in words, which helps kids learn to read. Some favorite Nursery Rhymes can be found at this website: <i>MotherGooseClub.com</i>. The shared writing focus will be on feelings and reactions related to an event or a piece of text.</p>	<p><b>Anchor Text(s)</b> My Very First Mother Goose</p> <p>Mother Goose Picture Puzzle</p> <p>The Neighborhood Mother Goose</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What type of text is this and how do you know?</li> <li>• How can I figure out the meaning of an unknown word?</li> <li>• How does rhyme affect the way that we hear and read?</li> </ul>	<p><b>Reading Standards</b></p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g. storybooks, poems).</p>	<p><b>Writing Standards</b></p> <p>W.K.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.</p>
		<p><b>Speaking and Listening Standards</b></p> <p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Language Standards</b></p> <p>L.K.1a Print many upper and lowercase letters.</p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p>

<p><b>Unit 5: Quarter 2</b> Lois Ehlert Author Study</p> <p><b>Unit Description</b> This unit will focus on studying the author Lois Ehlert who is both an author and illustrator of children's books, most having to do with nature. Her vivid colors, unique book shapes, intricate page cuts, and photographed collages catch the eyes of curious young children and invites them to participate in the text. Students will learn what an author and illustrator are and their roles when writing or illustrating a text. Students will listen to and read picture books to develop an understanding of the author's life and how her experiences influenced the stories and themes in her books. The writing focus will be on informational topics from Ms. Ehlert's books.</p>	<p><b>Anchor Text(s)</b> Leaf Man  Pie in the Sky  Nuts to You  Eating the Alphabet  Wag A Tail  Waiting for Wings  Chicka, Chicka, Boom, Boom</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Who is the author? What does he/she do?</li> <li>• Who is the illustrator? What does he/she do?</li> <li>• What are the important parts of informational text?</li> </ul>	<p><b>Reading Standards</b> RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>Writing Standards</b> W.K.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.</p>
		<p><b>Speaking and Listening Standards</b> SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  SL.K.1.b Continue a conversation through multiple exchanges.  SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Language Standards</b> L.K.2b Recognize and name end punctuation.</p>

<p><b>Unit 6: Quarter 2</b> Thanksgiving</p> <p><b>Unit Description</b> The unit focus will be on how families celebrate the Thanksgiving holiday and what does it mean to be thankful. Students will use illustrations to describe the relationship between illustrations and the text in which they appear to help them understand a story. The writing focus will be on informational writing in which students will name a topic and supply some information about the topic.</p>	<p><b>Anchor Text(s)</b> Thanksgiving  Thanksgiving Is...  This Is the Turkey  Thanks for Thanksgiving  Give Thanks for Each Day  Thanksgiving Mice</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do individuals, events, and ideas interact (connect) in a text?</li> <li>• How do illustrations help me understand a story?</li> <li>• How can I figure out the meaning of an unknown word?</li> <li>• What does it mean to be thankful?</li> <li>• Why do we celebrate Thanksgiving?</li> </ul>	<p><b>Reading Standards</b> RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  RL.K.4 Ask and answer questions about unknown words in a text.  RL.K.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 an illustration depicts).</p>	<p><b>Writing Standards</b> W.K.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.</p>
		<p><b>Speaking and Listening Standards</b> SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  SL.K.4 Describe familiar people, places, things, and events and with prompting and support, provide additional detail.  SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p><b>Language Standards</b> L.K.2b Recognize and name end punctuation.  L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).  L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to meaning of an unknown word</p>

<p><b>Unit 7: Quarter 2</b> Weather</p> <p><b>Unit Description</b> Next Generation Science topics for kindergarten will be integrated into this informational language arts unit as students focus on various types of weather and the impact it has on our daily lives. Students will also learn about the four seasons through informational text. They will identify the main topic of the informational text and retell key details of the text. Students will identify basic similarities in and differences between two texts on the same topic. The writing focus will be on informational writing related to various weather topics.</p>	<p><b>Anchor Text(s)</b> A Rainy Day  Franklin’s Thunderstorm  Snowy Day  Snow-Weather Watch  All the Seasons of the Year  Snow Rabbit, Spring Rabbit  Scholastic Science Vocabulary Readers series</p>	<p><b>Reading Standards</b> RL.K.3 With prompting and support, identify characters, settings, and major events in a story.  RI.K.2 With prompting and support, identify the main topic and retell key details of a text.  RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. illustrations, descriptions, or procedures).</p>	<p><b>Writing Standards</b> W.K.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.</p>
	<p>Poetry on weather</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Weather impacts everything we do.</li> <li>• Severe weather has similarities and differences.</li> <li>• A story is made up of characters, a setting, and events.</li> <li>• A book that gives information teaches you main ideas and details.</li> <li>• Books on the same topic have similarities and differences.</li> <li>• Readers can make connections between ideas within a book</li> </ul>	<p><b>Speaking and Listening Standards</b> SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  SL.K.4 Describe familiar people, places, things, and events and with prompting and support, provide additional detail.  SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p><b>Language Standards</b> L.K.2d Spell simple words phonetically, drawing on knowledge of sound –letter relationships.</p>

<p><b>Unit 8: Quarter 3</b> Living Things</p> <p><b>Unit Description</b> This unit will focus on Next Generation Science topics for kindergarten which will be integrated into this language arts unit on what living things need to survive in an environment. First they will learn to identify living and non- living things. They will also learn about various habitats and what living things need to survive in those habitats. Students will use informational text to learn about these habitats and living things, both plants and animals within the habitats. Students will be able to describe the connections between two individuals, events, ideas, or pieces of information in a text. The writing focus will be on informational writing about living things and habitats. Students will also explore the use of digital tools to produce and publish an informational piece focused on living things and /or habitats.</p>	<p><b>Anchor Text(s)</b> Living and Nonliving</p> <p>A Desert Habitat</p> <p>A Forest Habitat</p> <p>Water Habitats</p> <p>The Antarctic Habitat</p> <p>Underground Habitats</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do individuals, events, and ideas interact (connect) in a text?</li> <li>• How can I figure out the meaning of an unknown word?</li> <li>• What do living things need to survive?</li> <li>• What is a habitat?</li> </ul>	<p><b>Reading Standards</b></p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b>Writing Standards</b></p> <p>W.K.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.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
		<p><b>Speaking and Listening Standards</b></p> <p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Language Standards</b></p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p>



<p><b>Unit 9: Quarter 3</b> Eric Carle Author Study</p> <p><b>Unit Description</b> This unit will focus on studying the author Eric Carle, an award winning writer and illustrator of books for readers ranging from preschool to grade 3. Mr. Carle’s Ideas for his books come from all the experiences in his life, all the thoughts in his mind, and all the feelings in his heart. He prepares his own colored tissue papers to use for his illustrations. He is able to produce different textures by using various brushes to splash, spatter and finger paint acrylic paints onto thin tissue papers. These colored tissue papers are then used to produce the lively colorful illustrations seen in his books. Students will participate in writing activities throughout the unit using Mr. Carle’s books focusing on writing about a single event, sequencing events in order, and writing a reaction to what happened. They will also be asked to express an opinion about his books in this unit of study.</p>	<p><b>Anchor Text(s)</b> The Mixed Up Chameleon  The Greedy Python  Walter the Baker  The Secret Birthday Message  Little Cloud  The Very Lonely Firefly  A House for Hermit Crab  The Tiny Seed</p>	<p><b>Reading Standards</b> RL.K.3 With prompting and support, identify characters, settings, and major events in a story.  RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  RL.K.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 an illustration depicts).</p>	<p><b>Writing Standards</b> W.K.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.  W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are the parts of a story?</li> <li>• Who is the author? What does he/she do?</li> <li>• Who is the illustrator? What does he/she do?</li> <li>• How do illustrations help me understand a story?</li> </ul>	<p><b>Speaking and Listening Standards</b> SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  SL.K.1b Continue a conversation through multiple exchanges.  SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Language Standards</b> L.K.1b Use frequently occurring nouns and verbs.  L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meaning.</p>

<p><b>Unit 10: Quarter 3</b> Nutrition and Dental Health</p> <p><b>Unit Description</b> This unit will focus on the importance of good nutrition and good dental health to stay healthy. Students will learn about food groups, why drinking water is essential, and what snacks are healthy to eat. During the second week of the unit students will learn about dentists, how to take care of their teeth, what foods are good/bad for your teeth, and why baby teeth fall out as you get older. Like a detective, they will be asked to identify the reasons an author gives to support the informational text. The writing focus will be on opinion writing in which they will state an opinion or give a preference about a topic related to good nutrition or dental health and give a reason why.</p>	<p><b>Anchor Text(s)</b> <b>Healthy Eating with My Plate Series</b> Using My Plate Dairy Fruits Grains Proteins Vegetables  Drinking Water  Healthy Snacks  Dentists Help  Taking Care of My Teeth  Why Do My Teeth Fall Out?</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do questions help me understand an informational text?</li> <li>• Why is it important to eat healthy foods?</li> <li>• What reasons does an author use to convince us to practice good nutrition?</li> <li>• Why is it important to take care of your teeth?</li> <li>• What reasons does an author use to convince us to practice good dental health?</li> </ul>	<p><b>Reading Standards</b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>Writing Standards</b></p> <p>W.K.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., <i>My favorite book is...</i>).</p>
		<p><b>Speaking and Listening Standards</b></p> <p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.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.</p> <p>SL. K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>Language Standards</b></p> <p>L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1d Understand and use question words (interrogatives (e.g., who, what, where, when, why, how)).</p> <p>L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>K.5d Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.</p>

<p><b>Unit 11: Quarter 3</b> Farm</p> <p><b>Unit Description</b> This unit will focus on what a farm is, the importance of a farm, and the job of a farmer. Students will learn about farm animals, food and plants that are grown on a farm, jobs that a farmer does, types of farm machinery and how these machines help the farmer, and how a farm changes with the seasons. Students will participate in writing activities throughout the unit focusing on writing about a single event, sequencing events in order, and writing a reaction to what happened. In addition, they will use illustrations from the anchor texts to help them gather information to use in their writing.</p>	<p><b>Anchor Text(s)</b> Living in a Rural Community</p> <p>Spots, Feathers, and Curly Tails</p> <p><b>World of Farming Series:</b> Food From Farms</p> <p>Farm Animals</p> <p>Jobs on a Farm</p> <p>Farm Machines</p> <p>Plants on a Farm</p>	<p><b>Reading Standards</b> RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.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 an illustration depicts).</p>	<p><b>Writing Standards</b> W.K.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.</p>
	<p>Seasons on a Farm</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do questions help me understand informational text?</li> <li>• How do illustrations help me understand informational text?</li> <li>• What is a farm and why is a farm important?</li> <li>• What jobs does a farmer do on the farm?</li> </ul>	<p><b>Speaking and Listening Standards</b> SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Language Standards</b> L.K.1c Form regular plural nouns orally by adding /s /or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>

<p><b>Unit 12: Quarter 4</b> Taking Care of the Earth</p> <p><b>Unit Description</b> Next Generation Science topics for kindergarten will be integrated into this language arts unit with a focus on how best to take care of our Earth. The choices we make in our daily lives affect Earth and the environment we live in. Students will learn how they can protect Earth and all its resources to make the world a better place to live for a long time. Using two texts on the same topic, students will learn to identify things that are the same in or different between those two texts. The writing focus will be on opinion writing in which students state the topic in the first sentence and then give a reason(s) why they feel this way. They will be encouraged to use scientific words to expand their vocabulary and sentence writing.</p>	<p><b>Anchor Text(s)</b> 10 Things I Can Do to Help My World</p> <p>What Does Green Mean?</p> <p><b>Help The Environment Acorn Book Series :</b> Cleaning Up the Litter</p> <p>Reusing and Recycling</p> <p>Caring for Nature</p> <p>Saving Energy</p>	<p><b>Reading Standards</b></p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.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).</p>	<p><b>Writing Standards</b></p> <p>W.K.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., <i>My favorite book is...</i>).</p>
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do our choices affect the Earth?</li> <li>• How can we protect the Earth?</li> <li>• What new scientific words did I learn?</li> <li>• What reasons does an author use to convince us to take care of the Earth?</li> <li>• What is the same in two books?</li> <li>• What is different in the two books?</li> </ul>	<p><b>Speaking and Listening Standards</b></p> <p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL. K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Language Standards</b></p> <p>L.K.1f Produce and expand complete sentences in shared language activities.</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L K. 4b Use the most occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of unknown word.</p> <p>L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L.K.5d Distinguish shades of meaning among verbs describing the same, general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>

<p><b>Unit 13: Quarter 4</b> Transportation</p> <p><b>Unit Description</b> This unit will focus on how we get from place to place using various forms of transportation. Students will learn about modes of transportation from the past, how people in different countries use different types of transportation depending upon where you live, types of vehicles used to transport people and things, and why these modes of transportation are important for getting around. The writing focus will be on opinion writing related to transportation topics. Students need to state the topic with an opinion and then give a reason for their opinion.</p>	<p><b>Anchor Text(s)</b> Transportation Then and Now</p> <p>How We Get Around</p> <p><b>Going Places Series:</b> On a Bike On a Bus On a Boat On a Plane On a Train In a Car</p> <p><b>Transportation Series by Tony Milton:</b> Roaring Rockets Super Submarines Tough Trucks Dazzling Diggers Cool Cars</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What do people use to go from place to place?</li> <li>• Who is the author? What does he/she do?</li> <li>• Who is the illustrator? What does he/she do?</li> <li>• What is the same in two books and what is different?</li> </ul>	<p><b>Reading Standards</b></p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.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).</p>	<p><b>Writing Standards</b></p> <p>W.K.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., <i>My favorite book is...</i>).</p>
		<p><b>Speaking and Listening Standards</b></p> <p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Language Standards</b></p> <p>L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.4b 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.</p> <p>L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>

<p><b>Unit 14: Quarter 4</b> Adventures with Characters</p> <p><b>Unit Description</b> The literature focus for all the books in this unit will be on the adventures and experiences characters encounter in selected text. Students will compare and contrast the adventures and experiences of various characters throughout the three weeks. Week one will feature books written and illustrated by Kevin Henkes, who has written over 30 books for children. Week two will focus on Curious George books written by H. and M. Rey. George is a curious little monkey who takes the reader on all kinds of adventures because he is so curious. For over seventy years these books have been capturing the hearts and minds of children throughout the world. Week three will feature the Frog and Toad series written and illustrated by Arnold Lobel, a famous children’s author and illustrator. Frog and his friend Toad experience multiple adventures in these beginning chapter books. The writing focus will be on opinion writing relating to the characters in the unit.</p>	<p><b>Anchor Text(s)</b> Jessica Sheila Rae the Brave My Garden Penny and Her Doll Penny and Her Song</p> <p>Curious George and the Dinosaur Curious George and the Pizza Curious George Visits the Zoo Curious George Goes to an Ice Cream Shop</p> <p>Frog and Toad All Year Frog and Toad Are Friends Days with Frog and Toad</p> <p><b>Essential Questions</b> The adventures of characters in stories have similarities and differences.</p> <ul style="list-style-type: none"> <li>• How are these experiences the same for the characters?</li> <li>• How are these experiences different for the characters?</li> </ul> <p>Authors use details to develop characters’ adventures and experiences in a story.</p> <ul style="list-style-type: none"> <li>• What happened at the beginning, middle, and end of the story?</li> </ul>	<p><b>Reading Standards</b></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b>Writing Standards</b></p> <p>W.K.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., <i>My favorite book is...</i>).</p>
		<p><b>Speaking and Listening Standards</b></p> <p>SL.K.1a Follow agreed-upon rules for Discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>Language Standards</b></p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>L.K.1f Produce and expand complete sentences in shared language activities.</p>