|  |  |
| --- | --- |
| **Grade Level: Kindergarten** | **Timeframe Needed for Completion: April, May, June****Grading Period:** Fourth Nine Weeks |
| **Essential Questions: Language Arts*** Why do we read different books on the same topics? Will they teach the same information or different information?
* How do words and picture work together to teach us about new topics?
* What kinds of pictures will I see in nonfiction texts?
* What do I do if I don’t know a word?
* How can books on the same topic be the same and different?
* Do the words and the pictures teach the same things?
* Why do authors pick certain details to teach in their nonfiction texts?
* How can we share what we have learned about topics with others?
* What do readers do when what they read doesn’t make sense?
* How do you know which tricks/tools to use?
* How does a character feel? What strategies can you use to figure this out when reading a text?
* Do similar characters feel the same way in different texts? How can you tell?
* What strategies can you use to help you read tricky parts?
* How do you know your character feels and thinks the way you described? What from the text supports your thinking?
* How is your character like another character you have read about? How are they different?
 | **Essential Questions: Writing*** What is something that I’ve done that I could tell like a story?
* Who, where, and what happened in my story?
* What happened first, next, and last in my story?
* What is the most important part of my story?
* How can you use writing to make the world better?
* What does it mean to live with wide open eyes?
* What problems do you see around you?
* What are some ways that the problem could be fixed?
* What kind of writing will get people to help you solve the problems you see?
* How can you make your writing even more convincing?
 |
| **Language Arts** |
| **Reading****Foundational Skills:*****Phonological Awareness*****Phonics and Word Recognition****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)**Informational Text:** ***Craft and Structure*****RIK.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.and the text in which they appear (e.g., what person, place, thing, or idea in the text and illustration depicts).**RIK.4** With prompting and support, ask and answer questions about unknown words in a text.**Integration of Knowledge & Ideas****RIK.7**- With prompting and support, describe the relationship between illustrations **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).**Literature:** ***Craft and Structure*****RLK.3** With prompting and support, identify characters, settings, and major events in a story.**RLK.4**- Ask and answer questions about unknown words in a text.**Integration of Knowledge & Ideas****RLK.9** - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | **Writing*****Theme: Informational Text (Compare and contrast)*** ***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.**WK.6**- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers**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). | **Speaking and Listening****Presentation of Knowledge and Ideas****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. | **Language*****Vocabulary Acquisition and Use*** **LK.5**-Recognize common types of texts (e.g., storybooks, poems).**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. |
| **Essential Vocabulary:**PhotographsLabelsGraphsDiagramsClose upsVisualsCompareContrastInferSynthesizeSyllablesQuestionsVocabularyCharactersGesturesfeelingsevidencedescribeplot | **Resources:**<http://readingandwritingproject.org/resources/assessments/running-records>NYEngage Modules: <https://www.engageny.org/resource/grade-2-english-language-arts><https://learnzillion.com/><http://achievethecore.org/><https://www.readinga-z.com/><http://www.starfall.com/>Games and practice:<https://www.studyladder.com/><http://pbskids.org/games/reading/>[**https://www.abcya.com/second\_grade\_computers.htm**](https://www.abcya.com/second_grade_computers.htm)<http://www.learninggamesforkids.com/vocabulary_games.html><http://www.sheppardsoftware.com/web_games_vocab.htm> |