

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 3

Kindergarten Grade

Unit of Study: Reading - Engaging with Non-Fiction/Expository; Writing – Expository/Opinion

Pacing: 45 days

Overarching Common Core State Standards:

- **CC.K.R.I.1:** With prompting and support, ask and answer questions about key details in a text.
- **CC.K.R.I.2:** With prompting and support identify the main topic and retell key details of a text.
- **CC.K.R.I.3:** With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
- **CC.K.R.I.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **CC.K.R.I.5:** Identify the front cover, back cover and title page of a book.
- **CC.K.R.I.6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **CC.K.R.I.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear.
- **CC.K.R.I.8:** With prompting and support, identify the reasons an author gives to support points in a text.
- **CC.K.R.I.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, procedures).
- **CC.K.R.I.10:** Actively engage in group reading activities with purpose and understanding.
- **CC.K.W.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.
- **CC.K.W.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.
- **CC.K.W.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **CC.K.W.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

NOTE: Applicable standards from Speaking & Listening and Language sections of grade-level curriculum are also incorporated.

Overarching CT Standards/Grade Level Expectations:

- **CT.PK.W.11:** Write, discuss or draw to explain why they like the book.

- CT.PK.R.26: Answer who, what, when, where and how questions about the characters, setting, plot, theme, conflict and point of view in a story.
- CT.K.R.5: Identify parts of a book (e.g., spine, cover, pages, title, front, back).
- CT.K.R.6: Emergently “read” familiar books (i.e., recognize print and pictures tell the story).
- **CT.K.R.25: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.**
- CT.K.R.27: Use pre-reading strategies, such as predicting, picture walks and questioning, to set context for reading and to aid in comprehension.
- CT.K.R.29: Ask questions when things do not make sense.
- CT.K.R.34: Answer literal and easy inferential questions about texts read aloud.
- CT.K.R.37: Identify the topic of a nonfiction text.
- **CT.1.R.47: Make text-to-self and text-to-text connections.**
- CT.1.R.1: Identify title page, table of contents, author and illustrator of books.
- CT.1.R.48: Identify the words an author or orator uses to create an image in the reader’s mind.
- CT.K.W.12: Using feedback from adults and peers, revise by adding details to pictures or letters to words.
- CT.K.W.13: Talk about writing with teacher.
- CT.K.W.14: Publish and present final products in a variety of ways.
- CT.K.W.18: Dictate and write simple lists, labels, captions and informational sentences.
- CT.K.W.19: Dictate and write one idea for liking the book.

Priority Standards:

- **CC.K.R.I.1: With prompting and support, ask and answer questions about key details in a text.**
- **CC.K.R.I.2: With prompting and support identify the main topic and retell key details of a text.**
- **CC.K.R.I.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.**
- **CC.K.R.I.8: With prompting and support, identify the reasons an author gives to support points in a text.**
- **CC.K.R.I.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, procedures).**
- **CC.K.W.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.**
- **CC.K.W.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.**
- **CT.K.R.25: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.**
- **CT.1.R.47: Make text-to-self and text-to-text connections.**

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Key details in a text	Ask and answer questions (w/prompting and support)	Remembering
Main idea	Identify (w/prompting and support)	Understanding
Key details in a text	Retell (w/prompting and support)	Remembering
Connection between individuals, events, ideas or pieces of information	Describe (w/prompting and support)	Remembering
Reasons to support points in a text	Identify (w/prompting and support)	Understanding
Basic similarities in and differences between two texts on the same topic.	Identify (w/prompting and support)	Understanding
Opinion pieces	Compose (using drawing, dictating and writing)	Creating
Informative/explanatory texts	Compose (using drawing, dictating and writing)	Creating
Meanings of unknown words	Confirm (using prior knowledge, context, photos, illustrations and diagrams)	Understanding
Text-to-text and text-to-self connections	Make connections	Analyzing

Essential Questions	Big Ideas
Why do readers read expository text?	Expository text informs or educates the reader.
How does expository text inform or educate the reader?	Expository text gives factual information about a specific topic through words, illustrations and photographs.