

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 2

Kindergarten

Unit of Study: Reading - Engaging with Fiction/Narrative; Writing – Narrative (descriptive)

Pacing: 45 days

Overarching Common Core State Standards:

- **CC.K.R.L.1: With prompting and support, ask and answer questions about key details in a text.**
- **CC.K.R.L.2: With prompting and support, retell familiar stories, including key details.**
- **CC.K.R.L.3: With prompting and support, identify characters, settings, and major events in a story.**
- CC.K.R.L.4: Ask and answer questions about unknown words in a text.
- CC.K.R.L.5: Recognize common types of texts (e.g., storybooks, poems).
- CC.K.R.L.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- CC.K.R.L.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.
- **CC.K.R.L.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**
- CC.K.R.L.10: Actively engage in group reading activities with purpose and understanding.
- **CC.K.W.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.**
- 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.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.PK.R.28: Identify the characters in a story.
- CT.PK.R.30: Recognize there are different text structures.
- CT.PK.W.9: Write and discuss “stories,” using at least pictures and letter-like approximations.

- CT.K.R.3: Identify types of everyday print materials.
- 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 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.35: Retell information from a story, using proper sequence.
- CT.K.R.36: Identify the setting, theme, conflict and important events of the plot in a story.
- CT.K.R.39: Identify the specific purpose of a text.
- CT.1.R.1: Identify title page, table of contents, author and illustrator of books.
- CT.1.R.45: Identify whether a text is fiction or nonfiction.
- **CT.1.R.47: Make text-to-self and text-to-text connections.**
- 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.16: Draw and write in journals about the day’s events.
- CT.K.W.17: Draw and write a story with a character and a problem.

Priority Standards:

- **CC.K.R.L.1: With prompting and support, ask and answer questions about key details in a text.**
- **CC.K.R.L.2: With prompting and support, retell familiar stories, including key details.**
- **CC.K.R.L.3: With prompting and support, identify characters, settings, and major events in a story.**
- **CC.K.R.L.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**
- **CC.K.W.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.**
- **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
Familiar stories with key details	Retell (w/prompting and support)	Remembering
Characters, settings and major events in a story	Identify (w/prompting and support)	Understanding
Adventures and experiences of characters	Compare and contrast (w/prompting and support)	Analyzing
A single event or several loosely linked events	Draw, dictate and write to narrate	Creating
Story events	Tell in sequence with reaction	Remembering/Understanding
Text-to-self and text-to-text connections	Make connections	Analyzing

Essential Questions	Big Ideas
Why do readers read narratives?	Narratives are entertaining to readers.
How does a narrative entertain?	A narrative text entertains by telling a story about characters doing something in a specific place.