**Kindergarten and Pre-K**

Network 13

FOURTH QUARTER LEARNING PRIORITIES

**READING:**

**Integrated Standards:** All reading standards require **standard 1 competence**--With prompting and support, ask and answer questions about key details of a text and support **standard 10 progress**: Actively engage in group reading activities with purpose and understanding.

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| *2. With prompting and support,* ***retell*** *familiar stories, including* ***key details****.* | *2. With prompting and support, identify the* ***main topic*** *and* ***retell******key details*** *of a text.* |
| *3. With prompting and support, identify* ***characters****,* ***settings****, and major* ***events*** *in a story.* | *3. With prompting and support,* ***describe*** *the* ***connection*** *between two individuals,* ***events****,* ***ideas****, or pieces of information in a text.* |
| **CRAFT AND STRUCTURE** | **CRAFT AND STRUCTURE** |
| *4. Ask and answer questions about unknown words in a text.* | *4. With prompting and support, ask and answer questions about unknown words in a text.* |
| 5. Recognize common types of texts (e.g., storybooks, poems). | 5. Identify the front cover, back cover, and title page of a book. |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an Illustration depicts). | 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). |

**NONFICTION LITERACY IS INTEGRATED IN SCIENCE AND SOCIAL STUDIES.**

**The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum**

**Check the Speaking and Listening Competencies you will emphasize.**

**Comprehension and Collaboration**

* [SL.K.1](http://www.corestandards.org/ELA-Literacy/SL/K/1/) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

[\_\_SL.K.1a](http://www.corestandards.org/ELA-Literacy/SL/K/1/a/) 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](http://www.corestandards.org/ELA-Literacy/SL/K/1/b/) Continue a conversation through multiple exchanges.

* [SL.K.2](http://www.corestandards.org/ELA-Literacy/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.
* [SL.K.3](http://www.corestandards.org/ELA-Literacy/SL/K/3/) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

* [SL.K.4](http://www.corestandards.org/ELA-Literacy/SL/K/4/) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
* [SL.K.5](http://www.corestandards.org/ELA-Literacy/SL/K/5/) Add drawings or other visual displays to descriptions as desired to provide additional detail.
* SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

SOURCE of Common Core Standards cited in this guide: <http://www.corestandards.org>

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**RESOURCE LINKS**

[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)

[Vocabulary and Reading Resources](http://teacher.depaul.edu/Documents/readingandvocabularyguide.pdf)

[Primary Writing Guides](http://teacher.depaul.edu/Documents/PRIMARYWRITINGGUIDE.pdf)

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 30-31**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Literature Genre** | **Poetry**  [**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)  ***Nonfiction is integrated in science and social studies.*** | **Poetry**  [**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)  ***Nonfiction is integrated in science and social studies.*** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSR.K.1—read closely, then infer with evidence  Relate to vocabulary development, phonics, rhymes.  Link to online poetry  [Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)  Poems:  http://www.poetryfoundation.org/children | **How do you understand a poem?**   * Figure out how a writer uses words to help you pay attention to parts of the poem and emphasizes parts with rhyme and repetition to help you understand the message of the poem. * Draw a picture that shows what the poet wants you to think about when you hear/read the poem. | **How do you understand a poem?**   * Figure out how a writer uses words to help you pay attention to parts of the poem and emphasizes parts with rhyme and repetition to help you understand the message of the poem. * Draw a picture that shows what the poet wants you to think about when you hear/read the poem./read the poem. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  Construct sentences with sight words | *Sight Words:*   |  | | --- | |  | |  |  |  |  | | --- | |  |   PHONICS: | *Sight Words:*   |  | | --- | |  | |  |  |   PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.K.8—write to answer questions about a topic | * Descriptive writing—add words to sentences; write sentences—describing science or social science topic you are learning. | * Descriptive writing—add words to sentences; write sentences—describing science or social science you are learning. |

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Nonfiction Sources** | \_ picture books \_big books \_topic/trade books \_\_videos  \_\_museum exhibit | \_ picture books \_big books \_topic/trade books \_\_videos  \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)  **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI 2 Relate information to a topic  CCSSRI7—explain how pictures provide information about a topic | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Locate and list and picture information from texts and illustrations* * *Explain a topic with words and information you learn.* * *Explain how pictures provide information about a topic*   Make a Topic Word Bank | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Locate and list and picture information from texts and illustrations* * *Explain a topic with words and information you learn.* * *Explain how pictures provide information about a topic*   Make a Topic Word Bank |

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 32-33**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of May 1** | **Week of May 8** |
| --- | --- | --- |
| **Literature Genre**  *Select genres that your students need to read more.* | **\_\_fairy tale \_\_folk tale**  **\_\_realistic fiction \_\_fable**  **\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Nonfiction is integrated in science and social studies.*** | **\_\_fairy tale \_\_folk tale**  **\_\_realistic fiction \_\_fable**  **\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Nonfiction is integrated in science and social studies.*** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRK.2—identify theme/message  CCSSRK.6—role of author and illustrator  **Recommended: Vary genres** | **How do you figure out the message of a story?**  Tell how the writer and illustrator help you understand:   |  |  | | --- | --- | | Part of the Story | What Words or Pictures tell you | | People |  | | The Place |  | | Actions |  |  * How do the characters’ actions help you understand the theme? | **How do you figure out the message of a story?**  Tell how the writer and illustrator help you understand:   |  |  | | --- | --- | | Part of the Story | What Words or Pictures tell you | | People |  | | The Place |  | | Actions |  |  * How do the characters’ actions help you understand the theme? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)    Construct sentences with sight words | *Sight Words:*  PHONICS: | *Sight Words:*  PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.K.8—write to answer questions about a topic | Descriptive writing—write sentences with details—use the topic picture glossary and words from nonfiction sources. Students can combine their glossaries with illustrations and captions to make a booklet | * Descriptive writing—write sentences with details—use the topic picture glossary and words from nonfiction sources. Students can combine their glossaries with illustrations and captions to make a booklet. |

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_ picture books \_big books \_topic/trade books \_\_videos  \_\_museum exhibit | \_ picture books \_big books \_topic/trade books \_\_videos  \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP  NONFICTION**  **LITERACY**  CCSSRI.K.2  Provide information to explain a topic  Make a Topic Picture Glossary | ***How do you learn from books and pictures?***  *Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.*   * *List important information—teacher guides with questions.* * *Then tell what you think is most interesting.* * *Organize/picture important details to include in individual page or class booklet or display. (Connect to this week’s writing.)* | ***How do you learn from books and pictures?***  *Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.*   * *List important information—teacher guides with questions.* * *Then tell what you think is the most interesting.* * *Organize/picture important details to include in individual page or class booklet or display. (Connect to this week’s writing.)* |

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 34-35**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of May 15** | **Week of May 22** |
| --- | --- | --- |
| **Literature Genre**  *Select genres that your students need to read more.* | **\_\_fairy tale \_\_folk tale**  **\_\_realistic fiction \_\_fable**  **\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Nonfiction is integrated in science and social studies.*** | **\_\_fairy tale \_\_folk tale**  **\_\_realistic fiction \_\_fable**  **\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Nonfiction is integrated in science and social studies.*** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL.K.9  *Compare and contrast stories* | **How do you compare and contrast adventures of characters in familiar stories?**  How do writers and illustrators help you understand the characters’ traits?   * How do the characters’ actions show the writer’s message? | **How do you compare and contrast adventures of characters in familiar stories?**  How do writers and illustrators help you understand the characters’ traits?   * How do the characters’ actions show the writer’s message? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  Construct sentences with sight words | Sight Words:  PHONICS: | Sight Words:  PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.K.3  Narrative | * Write story—words and/or pictures with captions showing characters and events. | * I can draw a biography—Me this year—include pictures and captions. |

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_ picture books \_big books  \_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books  \_topic/trade books \_\_videos  \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP**  **NONFICTION LITERACY**  CCSSRI.K.2  Provide information to explain a topic | How do you learn from books and pictures?  Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.   * List important information—teacher guides with questions. * Then tell what you think is most interesting. * Organize/picture important details to include in individual page or class booklet or display. * Make a Topic Picture Glossary | How do you learn from books and pictures?  Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.   * List important information—teacher guides with questions. * Then tell what you think is the most interesting. * Organize/picture important details to include in individual page or class booklet or display. * Make a Topic Picture Glossary |

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 36-37**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of May 29** | **Week of June 5** |
| --- | --- | --- |
| **Literature Genre**  *Select genres that your students need to read more.* | **\_\_fairy tale \_\_folk tale**  **\_\_realistic fiction \_\_fable**  **\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Nonfiction is integrated in science and social studies.*** | **\_\_fairy tale \_\_folk tale**  **\_\_realistic fiction \_\_fable**  **\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Nonfiction is integrated in science and social studies.*** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL.K.9  *Analyze across stories* | **Compare and contrast different stories with the same theme**—may include folk tales, fables, as well as contemporary fiction.  Identify ways each story’s main character solves a problem, how other characters help, other ways the stories may be alike or different. | **Compare and contrast different stories with the same theme**—may include folk tales, fables, as well as contemporary fiction.  Identify ways each story’s main character solves a problem, how other characters help, other ways the stories may be alike or different. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  Construct sentences with sight words | *Sight Words:*  PHONICS:   * Word Book—what are my favorite words? (Could be alphabetical, topical, or kinds of words such as shape words, words that tell about me.) | *Sight Words:*  PHONICS:   * Word book—what are my favorite words? (Could be alphabetical or topical, or kinds of words such as shape words, words that tell about me.) |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.K.2—explanatory text | I can make a picture book about a topic with words and sentences. | * Make a picture book about a topic with words and sentences, too. |

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_ picture books \_big books  \_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books  \_topic/trade books \_\_videos  \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP**  **NONFICTION LITERACY**  CCSSRI.K.2  Summarize | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Use pictures and text sources to learn about a topic.* * *List and picture important information.* * ***Summarize*** *what you learned about the topic.*   Make a Topic Picture Glossary | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Use pictures and text sources to learn about a topic.* * *List and picture important information.* * ***Summarize*** *what you learned about the topic.* * Make a Topic Picture Glossary |

**Kindergarten: FOURTH QUARTER Learning Priorities Week 38**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of June 12** |
| --- | --- |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) | **Recognize Progress**   * Our Favorite Books * Why we like them. * What we will read this summer. * What we learned about reading! |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)    Construct sentences with sight words | *Sight Words:*  *Write a with sight words AND other words.*  PHONICS:   * Make a class pictionary/dictionary, classifying words by topics. * Recognize progress—chart how much the class learned. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.K.2 | * Write about what you learned. * Each student can contribute to a personal portfolio and a class learning portfolio. |

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

|  |  |
| --- | --- |
| **Nonfiction Sources** | \_ picture books \_big books  \_topic/trade books \_\_videos \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP**  **NONFICTION**  **LITERACY**  CCSSRI.K.2  Summarize | What we learned about science and social science this year—learning display or booklets, each student contributes |