

# Kindergarten Unit #5: Reading - Making Predictions

Content Area: **Reading**  
Course(s): **Generic Course**  
Time Period: **Marking Period 4**  
Length: **6-8 weeks**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.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.
LA.RL.K.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).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.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.
LA.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).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.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).
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.1.C	Understand that words are separated by spaces in print.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How can we summarize what we've learned?
- How do strategic readers create meaning from making predictions in a non-fiction text?
- How does making predictions help the reader comprehend the story?
- What predictions can readers make about the events throughout the text?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- Making predictions is an important element of imagination and comprehension.
- Making predictions provides a way for readers to monitor their understanding of the story.
- Readers make good guesses about what will happen in the book based on clues in pictures, text and own ideas.
- Readers use evidence from the text and own schema to make a prediction.

## Content

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Swbat make good guesses about what will happen in the book.

Swbat predict what they are going to read about in a story by looking at the cover.

Swbat analyze key details to support predictions.

Swbat confirm or revise predictions while reading.

Swbat use evidence from the text and personal experiences to make a prediction.

Swbat ask questions while reading.

Swbat reread and retell portions of the story to better understand the facts.

Swbat recall facts about the characters or events.

Swbat develop fluency.

## Resources

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Please add your Resources by clicking on the Lists tab above.

- anecdotal notes

- Buster
- classroom leveled library books
- Daily Five
- Duck for President
- F&P Assessment
- Gilbert Goldfish Wants A Pet
- graphic organizers
- guided reading books
- Hedgie's Surprise
- I Know An Old Lady...
- If You Give A Mouse a Cookie.
- If You Give A Pig a Party
- mentor texts
- pictures of partial animals
- read works
- Sylvester and The Magic Pebble