

# Kindergarten Unit #1: English Language Arts (New)

Content Area: **Language Arts**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **12 weeks**  
Status: **Published**

## Established Goals/Standards

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LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.1.A	Print many upper- and lowercase letters.
LA.L.K.1.B	Use frequently occurring nouns and verbs.
LA.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.W.K.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.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
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.
LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.2.A	Recognize and produce rhyming words.
LA.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
LA.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
LA.RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LA.RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
LA.RF.K.3.C	Read high-frequency and sight words with automaticity.
LA.RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

## Essential Questions

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

- How can writers teach people what they know?
- What skills do readers need to decode a word?
- Why is it important to know proper formation of all the letters?
- Why is it important for readers to recognize and produce rhyming words?
- Why is it important for readers/writers to isolate sounds, identify sounds, categorize sounds, blend sounds, segment sounds and manipulate sounds?

## Enduring Understanding

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

- Accuracy and fluency in identifying individual letter sounds will help students use those sounds to create words.
- Language is the way we communicate with each other and share ideas.
- Rigorous and repetitive practice with identifying letter sounds helps develop mastery of basic phonics.
- Systematic and explicit phonics instruction is effective for developing fluency and automaticity.
- Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.
- Writers gather ideas for writing stories.

## Content

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Lwbat learn a letter and the corresponding sound for that letter with the use of a key word.

Lwbat form letter and link with letter name, keyword and sound.

Lwbat recognize the sounds for consonants and vowels.

Lwbat recognize and produce rhyming words.

Lwbat listen to a story and retell facts.

Learner will develop beginning composition skills.

Lwbat use echo reading and choral reading to scoop phrases to develop fluency.

Learner will develop phonemic awareness of initial and final sounds.

Lwbat learn upper case and lower case letter names and corresponding sounds.

Lwbat track print.

Lwbat differentiate between a letter, word and a sentence.

Lwbat match writing to a picture.

Lwbat contribute to morning meeting.

Lwbat to ask clarifying questions 5 W's.

Lwbat follow directions.

Lwbat teach people what they know.

Lwbatus drawings and writing to put what they know on paper.

Lwbat look at their writing and see if they can add more.

Lwbat visualize what they want to write about and then put all of the details onto the page.

Lwbat say words slowly and then write down the sounds they hear.

Lwbat implement the popper sounds.

## Resources

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

- alphabet poster
- anchor charts
- anchor charts
- daily five
- Desk strips
- Echo and baby echo
- Fiction and Non-fiction stories
- graphic organizers
- guided reading word attack skills
- high frequency word cards
- letter sound cards
- magnetic letter boards and letter tiles
- popper sounds
- sentence frames
- sound boxes

- spelling city
- student notebook
- Trick word cards
- vowel sound poster
- wipe off boards
- word tree
- writer's workshop tools
- Writing grid