

Kindergarten Unit #3: English Language Arts

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **6 weeks**
Status: **Published**

Established Goals/Standards

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.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.W.K.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 (e.g., My favorite book is...).
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.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.
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.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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.1.B	Continue a conversation through multiple exchanges.
LA.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.
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.
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.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LA.L.K.1.F	Produce and expand complete sentences in shared language activities.
LA.L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
LA.L.K.2.B	Recognize and name end punctuation.
LA.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Essential Questions

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

- Does my writing and speaking make sense?
- How are words built?
- How can I become a better listener?
- How can readers/writers communicate our ideas and show a purpose through writing?
- How do readers/writers blend, segment and manipulate sounds to develop phonemic awareness?
- How do readers/writers use knowledge of letters and sounds to read words?

- How does phrasing help readers and writers become fluent?

Enduring Understanding

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

- Accuracy and fluency in identifying individual letter sounds will help readers/writers create sounds.
- By knowing the structure of words and sentences we find meaning.
- Good listening and speaking skills help us better understand each other.
- Language is the way we communicate with each other and share ideas.
- Segmenting, blending and manipulating sounds helps to develop mastery of phonics.
- Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.

Content

Phonics/Phonemic Awareness

Student will be able to:

- know all upper and lower case letters and corresponding sounds
- recognize that words are made up of a series of sounds
- recognize rhyming patterns and rhyming words
- match words with same beginning, ending sound match same medial sound
- identify sounds heard a beginning, middle and end of a word
- blend individual sounds to form a word
- add substitute or delete sounds to make new words
- read grade-level high frequency words with irregular spelling patterns
- begin to apply structural analysis to read unknown words
- begin to recognize and apply knowledge of phonics to read unknown words
- begin to recognize and read compound
- begin to recognize and read CVC pattern
- match a letter to a given word.
- segment sounds to spell phonetic words.
- recall learned words
- read high frequency words
- read trick words
- form letter and link with letter name, keyword and sound

Writing:

Student will be able to:

- differentiate between a letter, word and a sentence
- capitalize first, last and all other important words in titles
- punctuate end of sentence correctly
- capitalize first word in a sentence
- be exposed to quotation marks

- use inventive spelling
- write at least one sentence
- edit, confer and create a final draft
- set a purpose for writing
- use a combination of drawing, dictating and writing to compose informative/explanatory text in when they name what they are writing about and supply some information about the topic.
- make lists

Vocabulary:

Student will be able to:

- develop oral vocabulary
- recognize and use naming words(nouns) in sentences
- execute word sorts/webs
- begin to recognize nouns and verbs
- make singular nouns possessive by adding 's
- spell word wall words correctly

Listening:

Students will be able to:

- attend and respond appropriately to classmates and adults
- ask clarifying questions (5W's)
- demonstrate active listening strategies
- follow directions

Assessment

- Aims Web Assessment
- F and P Assessment