

Kindergarten Unit #2: English Language Arts

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **4 weeks**
Status: **Published**

Established Goals/ Standards

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.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.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.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.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	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.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.
LA.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LA.L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

Essential Questions

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

- Does my writing and speaking make sense?
- How are letters and words organized in a text?
- How are words built?
- How can readers use sounds in words to help read and write?
- How can we communicate our ideas and show a purpose through writing?
- How do we use our knowledge of letters and sounds to read words?
- What is my purpose for listening?...for speaking?
- Why are letter sounds and the order of letters important in a word?

Enduring Understanding

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

- 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.
- Listening and responding to what we hear develops our understanding and knowledge.

- Phonemic awareness skills: blending, segmenting, and manipulating sounds helps develop mastery of phonics.
- Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.

Content

Students will be able to:

- track print
- match a letter with a given sound
- recall learned sounds
- form letter and link with letter name, keyword and sound.
- segment sounds to spell phonetic words.
- know a word is a unit of meaning
- recognize that words are made up of a series of sounds
- recognize rhyming patterns and rhyming words
- match words with same beginning/ending sound
- identify(segment) sounds heard at beginning and end of a word
- blend individual sounds to form a word
- match spoken sounds to letters in print
- begin to demonstrate how a word is transformed when a sound or syllable is added, substituted, or removed
- identify alphabetical order
- blend, segment and manipulate sounds to form words.
- identify lower and upper case letters.

Writing:

Student will be able to:

- differentiate between a letter, word and a sentence
- begin to capitalize first, last and all other important words in titles
- begin to punctuate end of sentence correctly (!.)
- use inventive spelling
- match writing to a picture
- share writing-generating ideas
- write from left-right and top-bottom
- place spaces between words
- use a variety of prewriting techniques
- write first and last name
- make lists
- begin to recognize nouns
- begin to spell some word wall words correctly
- Listening:
- ask clarifying questions (5W's)
- demonstrate active listening
- follow directions

Resources

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

- Anchor charts
- audio materials
- brain pop
- Daily Five
- document camera
- Dry erase writing tablet
- Echo and baby echo
- guided reading leveled books
- High Frequency Word Cards
- Interactive games on active board
- journals
- large sound cards
- large writing grid
- letter formation guide
- leveled classroom library
- Magnetic letter board and tiles
- morning meeting
- sound boxes
- spelling city
- standard sound cards
- Starfall website
- student notebook
- teaching charts
- word tree
- writing prompts
- writing tools

Assessment

- Aims Web Assessment
- F and P Assessment

