

Kindergarten Unit #5: English Language Arts

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

Established Goals/Standards

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.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.
LA.L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LA.L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LA.L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LA.L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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.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	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.

Essential Questions

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

- Does my writing and my speaking make sense?
- How are words built?
- How can I become a better listener/speaker?
- How can we communicate our ideas and show a purpose through writing?
- How do letters work together to create new sounds?
- How do we use our knowledge of letters and sounds to read words?

- How do writers demonstrate command of the convention of standard English; capitalization, punctuation and spelling when writing?
- What is my purpose for listening?

Enduring Understanding

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

- An understanding of Standard American English helps us understand what we read and what we hear.
- Asking questions help us become better thinkers.
- By knowing the structure of words and sentences we find meaning.
- Good listening and speaking skills help us better understand each other.
- Integrated systematic word study, spelling and handwriting lessons help with the mastery of language arts skills.
- Language is the way we communicate with each other and share ideas.
- Listening and responding to what we hear develops our understanding and knowledge.
- Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.

Content

Phonemic Awareness/Phonics:

Lwbat know all upper and lower case letter names and corresponding sounds

Lwbat track print

Lwbat know a word is a unit of meaning

Lwbat recognize that words are made up of a series of sounds

Lwbat recognize rhyming patterns and rhyming words

Lwbat match words with same beginning/ending sound

Lwbat identify sounds heard at beginning, middle and end of a word

Lwbat blend individual sounds to form a word

Lwbat understand how a word is transformed when a sound is added, substituted, or removed

Lwbat read grade-level high frequency words

Lwbat apply structural analysis to read unknown words

Lwbat syllabicate words

Lwbat read compound words

Lwbat read words with CVC pattern

Lwbat blend, segment and manipulate sounds.

Lwbat identify and produce digraphs.

Lwbat decode three sound words with digraphs.

Lwbat spell words with /ck/ at the end.

Lwbat read trick words.

Writing:

Lwbat differentiate between a letter, word and a sentence

Lwbat use proper sentence structure.

Lwbat use proper capitalization and punctuation

Lwbat choose a topic

Lwbat begin to transition from unconventional to phonetic/conventional writing

Lwbat match writing to a picture

Lwbat share writing-generating ideas

Lwbat write from top to bottom and left to right

Lwbat produce and write beginning and ending sounds, and some medial sounds

Lwbat read own sentence

Lwbat take risks with writing

Lwbat write a first draft, confer, edit, rewrite, publish and present

Lwbat see a purpose for writing

Lwbat retell an experience orally

Lwbt identify rhyming words in a poem

Lwbat in shared writing of a poem

Lwbat contribute to shared writing experiences

Lwbat label objects

Lwbat make lists.

Lwbat write to express an opinion.

Lwbat write to teach people what they know.

Lwbat use drawings and writings to put what they know on paper.

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

Lwbat think about what kind of writing they want to make and set goals for themselves to write in the ways they imagine.

Lwbat develop oral vocabulary

Lwbat match correct word of object

Lwbat execute word sorts/webs/Venn diagrams

Lwbat use picture/illustrations to solve unknown words

Lwbat identify compound words

Lwbat begin to recognize nouns, verbs, and adjectives

Lwbat make singular nouns possessive by adding's

Lwbat use spell word wall words correctly

Listening/Speaking

Lwbat attend and respond appropriately to classmates and adults

Lwbat ask clarifying questions (5 W's)

Lwbat demonstrate active listening strategies

Lwbat make visual contact

Lwbat ask questions of speaker

Lwbat follow directions

Lwbat speak clearly with appropriate tone and volume

Resources

Graphic organizers

vowel sound poster

standard letter cards

anchor charts

popper sounds

large letter/sound/keyword cards

student notebooks

sentence frames

guided reading word attack skills

writing grid

fiction and non-fiction stories

desk strips

echo and baby echo

magnetic letter boards and letter tiles

wipe off boards

Fundations

Leveled classroom library

Leveled readers for guided reading

Sound boxes

Daily Five

Listening Station

Journals

High Frequency Words

Pocket charts

Spelling City

Lakeshore active board games

Starfall

Writer's Workshop tools

[www.alphabetsoup](http://www.alphabetsoup.com)

Assessment

- Aims Web Assessment
- F and P Assessment
- Foundations Unit Assessment