

Kindergarten Unit #4: English Language Arts

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Marking Period 3**
Length: **4 weeks**
Status: **Published**

Established Goals/Standards

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| LA.RF.K.1.B | Recognize that spoken words are represented in written language by specific sequences of letters. |
| 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.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.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. |

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| 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 my speaking make sense?
- How are words built?
- How can I become a better listener?
- How can we communicate our ideas and show a purpose through writing?
- How do we use comprehension strategies to understand what we read?
- How do we use our knowledge of letters and sounds to read words?
- What is my purpose for listening and speaking?

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.
- Language is the way we communicate with each other and share ideas.
- Listening and responding to what we hear develops our understanding and knowledge.
- Reading is a lifetime skill that enhances learning and enjoyment.
- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.

Content

Reading:

Lw be exposed to different literary genres including: fantasy, nursery rhymes, folktales, fables and poetry

Lwbat distinguish between fiction and non-fiction

Lwbat learn a variety of books, poems, chants, songs and poetry

Lwbat identify cover, title, author, illustrator of book

Lwbat make predictions

Lwbat set purpose for reading

Lwbat identify and demonstrate an awareness of text features

Lwbat select appropriate "just right" reading materials

Lwbat generate and seek answers to questions

Lwbat recall information

Lwbat participate in an active discussion about a story

Lwbat identify characters, setting and the main idea

Lwbat compare/contrast stories

Lwbat use picture letter cues as reading strategies

Lwbat make connections to their lives or other stories

Lwbat use prior knowledge

Lwbat use comprehension strategies including making connections, visualizing and inferring

Lwbat visualize: create images in their mind to represent the ideas in the text

Lwbat respond to stories orally

Lwbat retell or act out a story using beginning, middle, and end

Lwbat read grade level text with fluency and expression

Lwbat use crosscheck reading strategies

Lwbat recognize a set of high frequency words

Phonics:

Lw know all upper case and lower case letters names and corresponding sounds

Lwbat track print

Lw 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 match spoken sounds to letters in print

Lwbat read grade-level high frequency words with irregular spelling patterns

Lwbat read words with CVC pattern

Writing:

Lwbat differentiate between a letter, word and a sentence

Lwbat use proper capitalization in sentences and titles

Lwbat use proper punctuation at the end of sentences

Lwbat choose a topic

Lwbat transition from unconventional to phonetic/conventional writing

Lwbat match writing to a picture

Lwbat share writing-generating ideas

Lwbat write from left to right and top to bottom

Lwbat use spaces between words

Lwbat use consonant sounds for phonetic spellings

Lwbat read own sentences

Lwbat write and develop an idea including a beginning, middle and end

Lwbat write first drafts, edit, confer, rewrite with revisions, publish and present

Lwbat write first and last name

Lwbat label objects

Lwbat create lists

Vocabulary/Grammar/Spelling:

Lwbat develop oral vocabulary

Lwbat match correct word for object

Lwbat identify nouns, adjectives and verbs

Lwbat identify compound words

Lwbat spell word wall words correctly

Listening/Speaking

Lwbat attend and respond appropriately to classmates and adults

Lwbat ask clarifying questions(5W's)

Lwbat demonstrate active listening strategies

Lwbat make visual contact

Lwbat ask questions of speaker

Lwbat follow directions

Lwbat make eye contact with the audience

Lwbat speak clearly

Resources

Active board flipcharts

Treasure's Reading Resources

Document Camera

Journals

Sound boxes

Pocket Charts

Leveled classroom library

Listening Center

Student computers

Starfall

Lakeshore learning games on the active board

Spelling City

High frequency word cards

Workstation flipcharts

Big Books

Decodable Readers

Activity and Practice books

Guided Reading leveled books

Big Book of Explorations

Read Aloud Anthology

www.liketoread.com

www.alphabet-soup.net

Assessment

- Aims Web Assessment
- F and P Assessment

