

Grade K: Unit 1 Take a New Step

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

Unit Overview

Unit 1 will give students the foundation to understand and achieve NJSLs by the end of the Kindergarten school year.

Transfer

Students will be able to independently use their learning to identify and use nouns, recognize uppercase and lowercase letters, and read high-frequency words in all environments.

Meaning

Understandings

Students will understand...

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.

Identify real-life connections between words and their use.

Name the author and illustrator of a story and define the role of each in telling the story.

Actively engage in group reading activities with purpose and understanding.

Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.

Demonstrate the basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the sounds for each consonant.

Write a letter or letters for most consonant and short-vowel sounds.

Read common high-frequency words by sight.

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.

Use frequently occurring nouns and verbs.

Use words and phrases acquired through conversations reading and being read to, and responding to texts.

Identify real-life connections between words and their use.

Ask and answer questions about key details in a text.

Describe the relationship between illustrations and the story in which they appear.

Read emergent-reader texts with purpose and understanding.

Respond to questions and suggestions from peers and add details to strengthen writing as needed.

Compare and contrast the adventures and experiences of characters in familiar stories.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in which they occurred, and provide a reaction to what happened.

Describe the relationship between illustrations and the text in which they appear.

Add drawings or other visual displays to descriptions as desired to provide additional detail.

Speak audibly and express thoughts, feelings, and ideas clearly.

Identify characters, settings, and major events in a story.

Retell familiar stories, including key details.

Ask and answer questions about unknown words in a text.

Essential Questions

Students will keep considering... What can we learn when we try new things?

- Week 1: How can we get along with new friends?
- Week 2: How do baby animals move?
- Week 3: How can your senses help you learn?

SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.A.CS3	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
SOC.6.1.4.A.CS7	The United States democratic system requires active participation of its citizens.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
K-ESS2-2.ESS2.E.1	Plants and animals can change their environment.
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-LS1-1.LS1.C.1	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

Application of Knowledge and Skill

Students will know...

With prompting and support, students will know how to...

The student will recognize or recall specific vocabulary, such as:

- Blend, onset, rhyming, rime, segment, single, sound, syllable, word

The student will perform basic processes, such as:

- Recognize rhyming words (RF.K.2a)
- Count and pronounce syllables in spoken words (RF.K.2b)
- Identify onsets and rimes of single-syllable spoken words
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (not including CVCs ending with /l/, /r/, or /x/) (RF.K.2d)

The student will recognize or recall specific vocabulary, such as:

- Consonant, high-frequency, letter, long vowel, short vowel, similar, sound, vowel, word

The student will perform basic processes, such as:

- Produce the primary or many of the most frequent sounds for each consonant (RF.K.3a)
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels (RF.K.3b)

There are no major errors or omissions regarding the simpler details and processes as the student:

- recognizes or recalls specific terminology such as:

- o characters
 - o setting
 - o sequential order
 - performs basic processes, such as:
 - o recognize the characters, setting, and events
- However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

Students will be skilled at...

Students will be skilled at...

The student will:

- Produce rhyming words (RF.K.2a)
- Blend and segment syllables in spoken words (RF.K.2b)
- Blend and segment onsets and rimes of single-syllable spoken words (RF.K.2c)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (RF.K.2e)

The student will:

- Read common high-frequency words by sight (for example, the, of, to, you, she, my, is, are, do, does) (RF.K.3c)
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ (RF.K.3d)

The student:

- Retells a story identifying the characters and the setting and relates important events in sequential order

The student exhibits no major errors or omissions.

Academic Vocabulary

fantasy

title

author

question

details

noun

illustration

predict

fable

sort

words

present

opinion

text

sequence

label

informational text

poetry

Learning Goal

Students will identify key ideas and details in text.

Students will actively engage in group reading activities with purpose and understanding.

Students will read emergent reader text with purpose and understanding.

Students will demonstrate understanding of the organization of basic features of print.

Students will demonstrate understanding of spoken words, syllables and sounds.

Students will demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.

Students will convey a message through written expression.

Targets

Students will ask and answer questions in fantasy and informational text.

Students will recognize and name all upper and lowercase letters of the alphabet.

Students will read common high-frequency words by sight.

Students will identify and use nouns.

With support students will retell a story.

Students will identify and produce rhyming words.

Students will produce and isolate initial, medial and final sounds in three phoneme words.

Students will use a combination of drawing, dictation and writing to narrate a single event.

Students will identify characters, setting and events in stories.

Students will identify the components of a sentence.

Comprehension Strategy

SWBAT:

Ask and answer questions

Week 1 and 2: Ask and answer questions related to Fantasy text

Week 3: Ask and answer questions related to Informational text

LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.

Comprehension Skill

SWBAT:

Key Details

Week 1 and Week 2: Look for information in fantasy text and the illustrations.

Week 3: Look for information in informational text and the illustrations.

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration

depicts).

Phonemic Awareness

W1: Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending

W 2: Recognize Rhyme, Phoneme Isolation (initial/ medial), Phoneme Identity, Phoneme Blending

W3: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization

Print Concepts

LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
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.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.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.L.K.1.B	Use frequently occurring nouns and verbs.
LA.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Writing Traits

Shared Writing: What does an illustration/label look like?	Shared Writing: What does a sentence look like?	Shared Writing: Prewriting/Brainstorming process
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.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.B	Use frequently occurring nouns and verbs.

Grammar

SWBAT: identify and use nouns in reading and writing.

Week 1, 2, and 3: Naming words (nouns)

LA.L.K.1.B	Use frequently occurring nouns and verbs.
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Summative Assessment

Unit Assessment: Unit 1

- Comprehension (Key Details)
- Phonemic Awareness (Phoneme Isolation, Onset and Rime Blending, Phoneme Identification)
- High-Frequency Words (sight word fluency)
- Phonics (/m/, /a/, /s/)
- Category Words (feeling, family)

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Formative Assessment and Performance Opportunities

- leveled readers
- online activities
- question and answer
- teacher observation
- weekly assessments
- workstation cards

Accommodations/Modifications

- **Presentation, response, setting, timing, scheduling, and organization skills accommodations are listed below.**
- **Assignment and curriculum modifications are listed below.**

- Answer fewer or different test questions
- Complete fewer or different homework assignments than peers
- Create alternate projects and/or assignments
- Have a word wall, sight-words, and alphabet accessible
- Have curriculum material translated into native language
- Have extra time to process oral information and directions
- Learn content from audio books, movies, digital media instead of reading print versions
- Listen to audio recordings while reading text
- Mark texts with highlighter
- Sit where he/she learns best (for example, near teacher and away from other distractions)
- Take a test at a specific time of day
- Take a test in several timed sessions or over several days
- Take a test in small group setting
- Take frequent breaks, such as after completing a task
- Take more time to complete a project
- Take more time to complete tasks or a test
- Take sections of a test in different order
- Use a timer or alarm for time management
- Use alternate texts at lower readability level
- Use manipulatives to teach or demonstrate concepts
- Use noise buffers such as headphones, earphones, or earplugs
- Use sensory tools such as an exercise band that can looped around a chair's leg (so fidgety kids can kick it and quietly get their energy out)
- Use special lighting or acoustics
- Use visual presentations of verbal materials, such as visual organizers
- Work or take tests in a different setting, such a quiet room with less distractions
- Work with fewer items per page or line and/or materials in a larger print size

Interdisciplinary Connections

- The Characteristics of Organisms
- Week 1: Make New Friends
- Week 2: Get Up and Go!
- Week 3: Use Your Senses

SCI.K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.

Unit Resources

Big Book and Little Book of Reading/ Writing Workshop

Literature Big Books

Interactive Read-Aloud Cards

Teacher Editions

Teaching Posters

Puppet

Leveled Readers

Your Turn Practice Book

Visual Vocabulary Cards

Leveled Workstation Activity Cards

Retelling Cards

Photo Cards

High-Frequency Word Cards

Sound-Spelling Cards

Response Board

Unit Assessment

Benchmark Assessment