

# Grade K: Unit 0 Smart Start

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

## Unit Overview

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The Smart Start unit will give students the foundation to understand and achieve NJSLs by the end of the Kindergarten school year.

## Transfer

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

## Meaning

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## Understandings

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Students will understand...

Follow words from left to right, top to bottom, and page by page.

Actively engage in group reading activities with purpose and understanding.

Demonstrate understanding of the organization and the basic features of print.

Recognize and name all upper and lowercase letters of the alphabet.

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.

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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.

Read emergent-reader texts with purpose and understanding.

Understand that words are separated by spaces in print.

Capitalize the first word in a sentence and the pronoun I.

Recognize and produce rhyming words.

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

Recognize that spoken words are represented in written language by specific sequences of letters.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Count, pronounce, blend, and segment syllables in spoken words.

## **Essential Questions**

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Students will keep considering...

- Week 1: How is everyone special?
- Week 2: Who is in your family?
- Week 3: What can you do?

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
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.CS1	Rules and laws are developed to protect people’s rights and the security and welfare of society.
SOC.6.1.4.A.CS2	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

## **Application of Knowledge and Skill**

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### **Students will know...**

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

- recognizes or recalls specific terminology such as:
- fluent, non-fluent
- recognizes a fluent sentence and a non-fluent sentence that is read aloud

However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

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)

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)

### **Students will be skilled at...**

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Students will be skilled at...

- compose text which
- o contains simple sentences with basic subject-verb agreement
- o is easy to read aloud

The student exhibits no major errors or omissions.

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 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)

## **Academic Vocabulary**

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left

right

alphabet

word

letter

right side up

rhyme

text

fable

front cover

back cover

fiction

top

bottom

informational text

## **Learning Goals**

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- \*Students will demonstrate basic understanding of print.
- \*Students will demonstrate the conventions of standard English capitalization, spelling and punctuation
- \*Students will auditorially discriminate sounds.
- \*Participate in collaborative discussions

## **Targets**

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

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

Students will identify letter/sound correlation.

Students will read common high-frequency words by sight.

Students will listen and respond appropriately to text and others.

Students will identify a complete sentence.

Students will capitalize the first word in a sentence and the pronoun I.

## **Listening Comprehension**

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SWBAT: listen and respond to text read aloud

SWBAT: identify the genres tale and fable

	Key Ideas and Details
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
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LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RF.K	Reading Foundation Skills
	Print Concepts
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.SL.K	Speaking and Listening
	Comprehension and Collaboration

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.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.

## Shared Writing

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2018-07-09SWBAT: complete a sentence

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.L.K.2.A	Capitalize the first word in a sentence and the pronoun I.

## Shared Reading

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SWBAT: demonstrate an understanding of concepts about print

SWBAT: read high frequency words

LA.RF.K	Reading Foundation Skills Print Concepts
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.C	Understand that words are separated by spaces in print. Phonics and Word Recognition
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.K.3.C	Read high-frequency and sight words with automaticity.

## Summative Assessment

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Unit Assessment: Start Smart

- Phonological Awareness (phonological awareness subtests)
- Letter Recognition (letter naming fluency)
- Phonics/ Word Study (phonics survey)
- High-Frequency Words (sight word fluency)
- Listening Comprehension (leveled passages)

## **21st Century Life and Careers**

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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**

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

## **Accommodations/Modifications**

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

- Create alternate projects and/or assignments
- Answer fewer or different test questions
- Complete fewer or different homework assignments than peers
- 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

## **Unit Resources**

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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

