

# Grade K: Unit 3 Going Places

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

## Unit Overview

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Unit 3 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 visualize, write sentences, and read high-frequency words in all environments.

## Meaning

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## Understandings

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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.

Associate the long and short sounds with the common spellings for the five major vowels.

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.

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

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

Recognize and produce rhyming words.

Ask and answer questions about key details in a text.

Retell familiar stories, including key details.

Read emergent-reader texts with purpose and understanding.

Print many uppercase and lowercase letters.

Recognize and name end punctuation.

Identify the reasons an author gives to support points in a text.

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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

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

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

Blend and segment onsets and rimes of single-syllable spoken words.

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.

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

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

Demonstrate understanding of the organization and basic features of print.

Produce and expand complete sentences in shared language activities.

## Essential Questions

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Students will keep considering... What can you learn by going to different places?

- Week 1: What rules do we follow in different places?
- Week 2: What are the different sounds we hear?
- Week 3: What places do you go to during the week?

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.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.

## 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...

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.

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

- Consonant, letter, short vowel, sound, word

The student will perform basic processes, such as:

- Recognize or recall sound-letter relationships

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

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Students will be skilled at...

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.

The student will:

- Write a letter or letters for most consonant and short vowel sounds (phonemes) (L.K.2c)
- Spell grade-appropriate words phonetically, drawing on knowledge of sound-letter relationships (L.K.2d)

## **Academic Vocabulary**

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fantasy

author

illustrator

visualize

rhyme

details

illustrations

retell

predict

fable

informational text

revise

research

present

publish

events

vocabulary

fiction

observe

captions

opinion

syllable

characters

setting

map

picture key

revise

## **Learning Goal**

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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**

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Students will share visualizations about fictional and informational text orally and through written expression.

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.

Students will identify and use verbs.

With support students will retell a story.

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 parts of a book including author and illustrator.

Students will read and identify different genres of literature

## **Comprehension Strategy**

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SWBAT:

Visualize

Week 1: Visualize in fantasy text.

Week 2: Visualize in fictional text.

Week 3: Visualize in fantasy 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.RL.K.10

Actively engage in group reading activities with purpose and understanding.

LA.RF.K.1.A

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

## **Comprehension Skill**

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SWBAT:

## Key Details

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

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

Week 3: Identify character, setting, and events in fantasy text.

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.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.

## Phonemic Awareness

Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization
Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation
Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme

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.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.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

## Writing Traits

Shared Writing: Sentence frames, adding details      Shared Writing: Sentence frames, adding details

Shared Writing: Sentence Frames

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.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.L.K.1.A	Print many upper- and lowercase letters.

LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
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.

## Grammar

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SWBAT: write sentences.

Week 1: Write a sentence.

Week 2: Write a personal narrative sentence.

Week 3: Write an opinion sentence.

LA.L.K.1.A	Print many upper- and lowercase letters.
LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.L.K.2.B	Recognize and name end punctuation.

## Summative Assessment

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Unit Assessment: Unit 3

- Comprehension (Key Details, Character, Setting, Events)
- Phonemic Awareness (Phoneme Isolation, Phoneme Blending, Phoneme Identification)
- High-Frequency Words (sight word fluency)
- Phonics (/i/, /n/, /c/)
- Category Words (sequence, sound)

## 21st Century Life and Careers

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CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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## 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.**

- • Work with fewer items per page or line and/or materials in a larger print size
- Use a timer or alarm for time management
- 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 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

## Interdisciplinary Connections

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- Plants and Animals
- Science: Light, Sound and Heat
- Week 1: Rules to Go By
- Week 2: Sounds Around Us
- Week 3: The Places We Go

SCI.K-LS1-1

Use observations to describe patterns of what plants and animals (including humans) need to survive.

SCI.K-PS3-1

Make observations to determine the effect of sunlight on Earth's surface.

## 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

