

Kindergarten Unit 3

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **January 27 - April 6**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to:

Established Goals

Reading:

- With prompting and support, ask and answer questions about key details in a text
- Actively engage in group reading activities with purpose and understanding
- Identify spacing between words, use finger to surround the word, identify line sweeping
- Students will orally retell a story that they listened to

Guided Reading:

- Actively engage in guided reading groups to prepare students to meet level C expectations

Foundational Skills:

- Phonemic awareness skills: blending, segmenting, and manipulation of sounds
- Blending sounds in nonsense CVC words
- Segmenting and spelling three-sound short vowel words
- Distinguish long and short vowel sounds
- Narrative story form: character, setting, main events
- Fluency and phrasing with echo and choral reading
- Beginning composition skills
- High frequency words (trick words) Sample words: cut tap wet Trick words: the a and are to is his as has was

Writing:

- Use a combination of drawing, dictating, and writing to compose informational and opinion pieces

Speaking and Listening:

- Follow agreed-upon rules for discussions
- Continue a conversation through multiple exchanges
- Describe familiar people, places, things, and events and with prompting and support, provide additional details
- Speaking in complete sentences

Language:

- Use frequently occurring nouns, verbs, adjectives
- Understand and use question words
- Use the most frequently occurring prepositions
- With guidance and support from adults, explore word relationships and nuances in word meanings
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- Students will listen to stories about changes in Winter
- Students will write and illustrate a story about Winter

LA.K.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.K.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.K.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.K.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
LA.K.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.K.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.K.RF.K.3.C	Read high-frequency and sight words with automaticity.
LA.K.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.K.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.K.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.K.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).
TECH.8.1.2.A	Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
LA.K.SL.K.1.B	Continue a conversation through multiple exchanges.
LA.K.L.K.4.B	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
LA.K.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.K.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.K.RF.K.4.A	Read emergent-readers with purpose and understanding.
LA.K.L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LA.K.RF.K.4.B	Read grade level text for purpose and understanding.
LA.K.L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LA.K.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.K.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.K.L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LA.K.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.K.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.K.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.K.RF.K.1.C	Understand that words are separated by spaces in print.
LA.K.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.K.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.K.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.K.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.K.RF.K.2.A	Recognize and produce rhyming words.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

LA.K.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
LA.K.L.K.1.A	Print many upper- and lowercase letters.
LA.K.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.K.RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LA.K.L.K.1.B	Use frequently occurring nouns and verbs.
LA.K.L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LA.K.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.K.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.K.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.K.L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LA.K.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.K.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.K.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.K.L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
LA.K.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.K.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.K.L.K.2.B	Recognize and name end punctuation.
LA.K.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.K.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.K.L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
LA.K.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).
LA.K.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.K.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.K.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.K.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.K.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LA.K.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.K.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.K.RL.K.4	Ask and answer questions about unknown words in a text.
LA.K.RL.K.8	(Not applicable to literature)
LA.K.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).

Central Ideas/Enduring Understandings

Readers identify letters and sounds to make sense of text.

Reading teaches us about the world.

Readers understand and retell the plot of a story.

Identifying characters and setting help us to better understand a story.

Writers share their ideas with others by

Writing in complete sentences.

People learn and work together.

Essential/Guiding Questions

How does knowing how to blend sounds and phonemes help us to become better readers?

How does writing help us to express our thoughts and ideas?

Content - Students will know...

Key vocabulary terms: opinion, syllables, rhymes, parts of the book, illustrations, conversations, describe, retell, question, question words, information, text, sequence, details, main idea, fantasy, reality, character, text to self, text

to text, blend, compare, contrast, self-correct, plot, setting

Skills - Students will be skilled at...

Identifying characters, setting and plot of a book.

Demonstrating knowledge of concepts of prints.

Using language skills throughout the day.

Stage 2: Assessment Evidence

Choose a story and share responses about main ideas, details, characters and setting about the book (oral and/or written)

Unit 3 assessment

MAP tests

Teachers checklists (observations)

Foundation assessment

F and P assessments

Performance Task(s)

Each student will orally describe a character in a book.

Teachers will score them on a rubric scale 1 2 3.

Other Evidence

Stage 3: Learning Plan

Learning Opportunities/Strategies

 [Add Sub Section](#)  [Add Lesson Plan](#)  [Show Discussions](#)

- Think-Pair-Share
- Interactive Word Walls
- Partner/small group activities
- Songs/rhymes/poems
- Interactive Smartboard lessons (teacher created and Lakeshore CDs)
- Mini Lessons
- Technology centers
- Guided reading
- Writer's Workshop
- Graphic Organizers (KWL Chart)
- Teacher chosen read alouds
- Letter hunts
- Book bins
- Guest readers
- Role playing
- Reader's Theater

Modifications/Differentiation:

- VAKT
- Direct instruction based on F&P results

- Extended time
- Leveled readers
- Teachers Access/R&E

Resources

- Scholastic News
- Foundations
- Brain Pop
- Have Fun Teaching
- iPads and various apps
- Smartboard lessons
- Smartexchange
- PBS Kids
- Between the Lions
- Starfall
- Audio library
- Various manipulatives (ex: letter tiles, dry erase boards and markers, play doh, sand, shaving cream, magnets, bendaroos, salt)
- Library resources

Unit Reflections & Teacher Notes
