

# English Language Arts Kindergarten

## Unit 3: Going Places

Board Approval Date: 08/28/2017

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p><b>Unit 3 Week 1:</b></p> <p><b>Rules to Go By</b></p> <p><b>Essential Question:</b> <i>What rules do we follow in different places?</i></p> <p><b>Strategies:</b> <i>Visualize</i></p> <p><b>Skills:</b>     <i>Key Details</i></p> <p><b>Vocabulary:</b> <i>cooperate, guard, prank, responsible, rules; action words</i></p> <p><b>Word Work:</b></p> <p style="text-align: center;">Ii /i/</p> <p><b>HFW:</b> to</p>	<p><u>How Do Dinosaurs go to School?</u> retell assessment</p>	<p style="text-align: center;"><b>Shared Reading</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>● Confirm understanding of a text read aloud by asking and answering questions about key details.</li> <li>● Identify real-life connections between words and their use.</li> <li>● Develop oral vocabulary.</li> <li>● Name the author and illustrator of a story and define their roles.</li> <li>● Recognize characteristics of fantasy.</li> <li>● Recognize and produce rhyming words.</li> <li>● Actively engage in group reading activities with purpose and understanding.</li> <li>● Retell familiar stories.</li> <li>● Identify reasons an author gives to support points in a text.</li> <li>● Apply the comprehensions skill visualize while listening to a story.</li> </ul> <p style="text-align: center;"><b>Word Work</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>● Isolate and pronounce the initial, medial and final sounds in words.</li> <li>● Demonstrate basic knowledge of one-to-one letter-sound correspondence</li> <li>● Read common high frequency</li> </ul>	<p style="text-align: center;"><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>● Teach mini-lessons on main idea and key details during Shared Reading.</li> <li>● Introduce vocabulary word cards</li> <li>● Shared reading books- big books, interactive read-alouds, literature</li> <li>● Mini-lesson on characteristics of information text during shared reading.</li> <li>● Phonemic awareness, phonics, and HFW lessons.</li> <li>● Wonders’ songs</li> <li>● Phonics Puppet</li> <li>● Practice book pages</li> <li>● HFW word cards</li> <li>● Photocopied books to read and circle HFW</li> <li>● Whiteboards to write words or sounds</li> <li>● Picture card sorts</li> <li>● Learning centers</li> <li>● On-level, Beyond level, and Approaching level leveled readers</li> <li>● Journal and reading response activities</li> </ul>	<p><b>CC.1.2.K.C</b> With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p><b>CC.1.2.K.G</b> Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p><b>CC.1.2.K.H</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>CC.1.3.K.A</b> With prompting and support, retell familiar stories including key details.</p> <p><b>CC.1.3.K.B</b> Answer questions about key details in a text.</p> <p><b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>CC.1.3.K.E</b> Recognize common types of text..</p> <p><b>CC.1.2.K.K</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p><b>CC.1.2.K.L</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>CC.1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds.</p>

		<ul style="list-style-type: none"> <li>words by sight.</li> <li>Blend sounds to read CVC words.</li> <li>Read and understand emergent reader text.</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letter that differ.</li> </ul>		<p><b>CC.1.1.K.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>CC.1.1.K.E</b> Read emergent reader text with purpose and understanding.</p>
<p><b>Unit 3 Week 2:</b></p> <p><b>Sounds Around Us</b></p> <p><b>Essential Question:</b> <i>What are the different sounds we hear?</i></p> <p><b>Strategies:</b> <i>Visualize</i></p> <p><b>Skills:</b> <i>Key Details</i></p> <p><b>Vocabulary:</b> <i>chat, exclaimed, familiar, listen, volume; sound words</i></p> <p><b>Word Work:</b> Nn /n/</p> <p><b>HFW:</b>      and</p>	<p>Unit 3 Week 2- Dictated Sentence</p>	<p><b>Shared Reading</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Confirm understanding of a text read aloud by asking and answering questions about key details.</li> <li>Identify real-life connections between words and their use.</li> <li>Follow words from left to right, top to bottom and from page to page.</li> <li>Develop oral vocabulary.</li> <li>Utilize the strategy visualize to comprehend the story.</li> <li>Actively engage in group reading activities with purpose and understanding.</li> <li>Compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>Use the text feature captions to understand the photographs</li> </ul> <p><b>Word Work</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Isolate and pronounce the initial, medial and final sounds in words.</li> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondence</li> <li>Read common high frequency words by sight.</li> <li>Blend sounds to read CVC words.</li> <li>Read and understand emergent reader texts.</li> </ul>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>Teach mini-lessons on main idea and key details during Shared Reading.</li> <li>Introduce vocabulary word cards</li> <li>Shared reading books- big books, interactive read-alouds, literature</li> <li>Mini-lesson on characteristics of information text during shared reading.</li> <li>Phonemic awareness, phonics, and HFW lessons.</li> <li>Phonics Puppet</li> <li>Practice book pages</li> <li>HFW word cards</li> <li>Photocopied books to read and circle HFW</li> <li>Whiteboards to write words or sounds</li> <li>Picture card sorts</li> <li>Learning centers</li> <li>On-level, Beyond level, and Approaching level leveled readers</li> <li>Journal and reading response activities</li> </ul>	<p><b>CC.1.3.K.B</b> With prompting and support, answer questions about key details in a text.</p> <p><b>CC.1.2.K.C</b> With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p><b>CC.1.3.K.E</b> Recognize common types of text.</p> <p><b>CC.1.3.K.G</b> Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p><b>CC.1.3.K.H</b> Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>CC.1.3.K.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p><b>CC.1.2.K.K</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>CC.1.1.K.B</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>CC.1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>CC.1.1.K.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>CC.1.1.K.E</b></p>

				Read emergent reader text with purpose and understanding.
<p><b>Unit 2 Week 3:</b></p> <p><b>The Places We Go</b></p> <p><b>Essential Question:</b> <i>What places do you go to during the week?</i></p> <p><b>Strategies:</b> <i>Visualize</i></p> <p><b>Skills:</b> <i>Key Details</i></p> <p><b>Vocabulary:</b> <i>intelligent, local, neighborhood, routine, volunteer; sequence words</i></p> <p><b>Word Work:</b></p> <p><i>Cc /c/</i></p> <p><b>HFW:</b> go</p>	<p>Unit 3 Week 3 Progress Monitoring Assessment</p> <p>Unit 3 Unit Assessment- for listening comprehension only</p>	<p><b>Shared Reading</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Name the author and illustrator of a story and define the role of each.</li> <li>Confirm understanding of a text read aloud by asking and answering questions about key details.</li> <li>Identify characters, settings and major events in a story.</li> <li>Identify real-life connections between words and their use.</li> <li>Develop oral vocabulary.</li> <li>Actively engage in group reading activities with purpose and understanding.</li> <li>Use text feature “map” to gather information.</li> </ul> <p><b>Word Work</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Isolate and pronounce the initial, medial and final sounds in words.</li> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondence</li> <li>Read common high frequency words by sight.</li> <li>Blend sounds to read CVC words.</li> </ul>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>Teach mini-lessons on main idea and key details during Shared Reading.</li> <li>Introduce vocabulary word cards</li> <li>Shared reading books- big books, interactive read-alouds, literature</li> <li>Mini-lesson on characteristics of information text during shared reading.</li> <li>Phonemic awareness, phonics, and HFW lessons.</li> <li>Phonics Puppet</li> <li>Practice book pages</li> <li>HFW word cards</li> <li>Photocopied books to read and circle HFW</li> <li>Whiteboards to write words or sounds</li> <li>Picture card sorts</li> <li>Learning centers</li> <li>On-level, Beyond level, and Approaching level leveled readers</li> <li>Journal and reading response activities</li> <li>Optional word work: -at word family</li> </ul>	<p><b>CC.1.2.K.L/CC.1.3.K.K</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>CC.1.3.K.B</b> Answer questions about key details in a text.</p> <p><b>CC.1.3.K.C.</b> With prompting and support, identify characters, settings and major events in a story.</p> <p><b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>CC.1.3.K.E</b> Recognize common types of text.</p> <p><b>CC.1.2.K.F./CC.1.3.K.F</b> Ask and answer question about unknown words in a text.</p> <p><b>CC.1.3.K.G</b> Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p><b>CC.1.3.K.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p><b>CC.1.3.K.J</b> Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p><b>CC.1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>CC.1.1.K.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>CC.1.1.K.E</b> Read emergent reader text with purpose and understanding.</p>

