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| **Grade Level:** Kindergarten | | **Timeframe Needed for Completion:**  August, September, October  **Grading Period:** First Nine Weeks | |
| **Essential Questions: Language Arts**   * What is an author? * What is an illustrator? * What are the parts of the book? * What are 3 ways to read a book? * What are ways you have changed? Why do readers need to ask and answer questions when they are reading? * How do readers use letters and their sounds to decode unknown words * How do readers figure out what unknown words are and what they mean? * How do readers compare texts to help them get deeper understanding of a story? | | | |
| **Language Arts** | | | |
| **Reading**  **Foundational Skills:**  ***Print Concepts***  .  **RFK.1a** Demonstrates understanding of the organization and basic features of print: Follow words from left to right, top to bottom, and page by page.  **RFK.1b** Recognize that spoken words are represented in written language by specific sequence of letters. **RFK.2a** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  **RFK.1d**Demonstrate understanding of the organization and basic features of print. Recognize and name all upper and lower case letters in the alphabet.  Recognize and produce rhyming words.  **RFK.2c** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.  **RFK.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. \* (This does not include CVDs ending with /l/, /r/, or /x/.)  ***Phonological Awareness***  ***Phonics and Word Recognition***  **RFK.2a** Demonstrate understanding of spoken word, syllables and sounds (phonemes). Recognize and produce rhyming words.  **RFK.2b** Demonstrate understanding of spoken word, syllables and sounds (phonemes). Count, produce, blend, and segment syllables in spoken words.  **RFK.3a** Know and apply grade-level phonics and word analysis skills in decoding words: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.  **Informational Text:**  ***Craft and Structure***  **RIK.1** With prompting and support, ask and answer questions about key details in a text  **RIK.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **RIK.4** With prompting and support, ask and answer questions about unknown words in a text.  **RIK.5** Identify the front cover, back cover, and title page of a book.  **RLK10** Actively engage in group reading activities with purpose and understanding**.**  **Literature:**  ***Craft and Structure***  **RLK.1** With prompting and support, ask and answer questions about key details in a text.  **RLK.3** With prompting and support, identify characters, setting and major events in a story.  **RLK.4** Ask and answer questions about unknown words in a text.  **RLK.5** Recognize common types of texts (e.g. storybooks, poems)  **RLK.6**With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  **RLK.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). | **Writing**  ***Theme: Personal Narratives with pictures and words***  ***Text Types and Purposes***  **WK.2**- Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they  **WK.3-** Use a combination of drawing, dictating, and writing to narrate a single event or loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  **Production and Distribution of Writing**  **WK.5**- With guidance and support from adults, respond to questions and suggestions from peers and add details to  name what they are writing about and supply some information about the topic. About the events in the order in which they occurred, and provide a reaction to what happened. Strengthen writing as needed.  **Research to Build Present Knowledge**  **WK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **Production and Distribution of Writing**  **WK.5-** With guidance and support from adults, respond to questions and suggestions from peers and add details to  name what they are writing about and supply some information about the topic. About the events in the order in which they occurred, and provide a reaction to what happened. Strengthen writing as needed. | **Speaking and Listening**  ***Comprehension and Collaboration***  **SLK.1a** Participation in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SLK.6** Speak audibly and express thoughts, feelings, and ideas clearly**.**  **Presentation of Knowledge and Ideas**  **SLK.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **SLK.4**- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  **SLK.5** Add drawings or other visual displays to descriptions as desired to provide additional detail (understand that pictures and words work together and details can be added to make it better).  **SLK.6**Speak audibly and express thoughts, feelings, and ideas clearly.  **SLK.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. | **Language**  ***Conventions of Standard English***  **LK.1-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **a**. Print many upper-and lowercase letters  **b**. Use frequently occurring nouns and verbs.  **f**. Produce and expand complete sentences in shared language activities.  **LK.1d** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)  **LK.1f** Produce and expand complete sentences in shared language activities.  **LK.2** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **c**. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  ***Vocabulary Acquisition and Use***  **LK5c** With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).  **LK.5a** With guidance and support form adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.  **LK**.**4a** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (in speaking and shared language activities)  **LK**.**4b** Use the most frequently occurring infections and affixes (e.g., -ed, -s, re-, un-, pre, -ful, -less) as a clue to the meaning of an unknown word (in speaking and shared language activities).  **LK**.**5b** With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| **Essential Vocabulary:**  Text title page directionality Return sweep letter word  Non-fiction fiction purpose  Author illustrator illustration  Connection character dramatize  Expression retelling stamina  Rhyme syllables letters  Words sentence questions  Details fluency patterns  Tricky words predictions confirm  Cross checking onset rime  Setting major events infer  Schema summarize Informational text | | **Resources:**  <http://readingandwritingproject.org/resources/assessments/running-records>  NY Engage Modules:  <https://www.engageny.org/resource/kindergarten-english-language-arts>  <https://learnzillion.com/>  <http://achievethecore.org/>  <https://www.readinga-z.com/>  <http://www.starfall.com/>  Games and practice:  <https://www.studyladder.com/>  <http://pbskids.org/games/reading/>  <https://www.abcya.com/kindergarten_computers.htm>  <http://www.learninggamesforkids.com/vocabulary_games.html>  <http://www.sheppardsoftware.com/web_games_vocab.htm> | |