

Grade K ELA Unit 2

	Objectives	
: L.K.7 onal Text onal Skills , RF.K.1.c	Students will be able to: Identify Learning Outcomes I want my students to: <ul style="list-style-type: none"> ● Develop and apply strategies and skills to speaking, listening, reading, writing, as well as asking and answering questions. ● Develop and apply letter sounds to build words in Spanish and English 	
	Meaning	
ng agnostic Benchmark 2 eekly Test ulum Unit 2	ENDURING UNDERSTANDING Students will understand that... <ul style="list-style-type: none"> ● Good readers use appropriate strategies as needed to construct meaning. ● Good writers are able to communicate their thoughts, feelings, stories, ideas and information. ● Through practice, good listeners and speakers will become clear and effective communicators. ● Our speaking and listening skills grow through experience and feedback from peers and teachers. 	ESSENTIAL QUESTIONS <i>Questions that will foster inquiry, understanding and learning.</i> <ul style="list-style-type: none"> ● How do you listen? ● Why do we write? ● What is the importance of sharing our writing?
	Acquisition	
	KNOWLEDGE Students will know how to... <ul style="list-style-type: none"> ● Each letter has 2 symbols (uppercase and lowercase), a name and a sound. ● Letters and sounds go together to make words. ● Words come together to make a sentence. ● Sentences have a meaning. ● We write and read from left to right, top to bottom. ● There are spaces between words when written and read. ● Some words you can sound out and some words you 	SKILLS Students will be skilled at... <ul style="list-style-type: none"> ● Identify all of the uppercase and lowercase letters randomly. ● Identify at least 10 letter sounds. ● Move their finger to show how to read the text. ● Circle a word with their finger on a page in the books. ● Uses pictures and print to convey meaning. ● Begins to match sounds to letters when writing. ● Read their own writing.

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	<p>have to recognize by sight.</p> <ul style="list-style-type: none"> ● Print as well as pictures, represent spoken language. ● We can draw or write about important facts. ● We can retell a story stating what happened in the beginning, middle and end by writing, speaking, drawing, or dramatizing. ● Listening and responding to what we hear develops our understanding and knowledge. ● Through practice we become clear and effective communicators. ● We can learn new vocabulary words through listening. 	<ul style="list-style-type: none"> ● Write, draw, and/or dictate important facts. ● Present (dictate, draw, write) ideas and information in a logical sequence (beginning, middle, end). ● Listen and respond to questions, read alouds, listen, etc. to clarify meaning. ● Practice speaking in front of peers or any audience. ● Use new vocabulary words acquired through reading and teacher instruction.
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Vocabulary	Instruction and Pacing (suggested order to teach)	
, because, main, illustration, author, idea, middle, end, narrative writing, explanatory writing io, porque. Idea principal. Ilustración, autor, comienzo, mitad, final, escritura narrativa, explicativo, Escritura explicativo	Identify Letters	
	Letter Sounds	
	Write Facts	
	Respond to Questions	
	Public Speaking	
	Reteaching	
	Unit Benchmark	
	Retesting	

Common Misconceptions	Proper Conceptions
reverse letters are interchangeable students get to color their pictures. I can't write it. read in any directions. read when writing.	Represent a complete thought through oral retelling, illustrations and/or writing. Publishing means students have completed the writing process. Students use appropriate spacing and write from left to right.

Resources

el Curriculum, Journey's (Lessons 1-5) (Senderos 1-5), Story town/Villa Cuentos, Estrellita
 achieve3000, Imagine Learning English, Imagine Learning Español

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n Colorín Colorado.com, Abcmouse .com, MissHeidisongs.com, EnchantedLearning,Com

arimas, Sing Along Songs/Canciones a cuentos, Sounds Like Fun songs, Nellie'sedge.com,

landwriting Without tears, Sing, Read, Write, And Spell/Cante, Lee, escribe y deletree, Scholastic.com, BilingualBusy Bee.com

ds, Amigos De Frog street, Jose Luis Orozco, Tesoros/Treasures, Divirtamonos Aprendiendo Hap Palmer, Keeping Healthy/Cuido Mi Salud books

in Spanish and English, Spanish Read Alouds

ELL Resources

[//www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/ku2.doc](http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/ku2.doc)

acherclubhouse.blogspot.com/search/label/dual%20language

nj.us/education/bilingual/resources/websites/teachers.htm

ars.com/files/tx/spanish/Spanishwallcards.pdf

Differentiation and Accommodations

rganizers

al examples and opportunities for additional problems for repetition

opportunities

opportunities after remediation (up to teacher and district discretion)

y not test

ts in different modalities

homework assignments

charts/work sheets for vocabulary, modified quizzes, translation work sheet, step by step instructions, Word wall

rganizers

al examples and opportunities for additional problems for repetition

opportunities

opportunities after remediation (up to teacher and district discretion)

y not test

ts in different modalities

homework assignments

ce tasks of varied levels

ffolding questions and tasks

ELL Differentiation and Accommodations (all of the above in addition to the following)

answer questions in the format of the test

al examples and opportunities for additional problems for repetition with visuals and manipulatives

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ry

age for understanding

ork, Assignments and Assessment (can be oral if necessary)

ning

ng props

r work focusing on alphabet and HFW

emic Awareness teaching and practice

t and alphabet sounds

with word bank and pictures

esponse

l

Differentiation and Accommodations (all of the above in addition to the following)

phonics tools such as alphabet picture sound boards in both languages.

gs in both languages to distinguish between the languages.

ith visuals

ls (thematic)

sh with visuals

ne to understand the rhetorical structure in English in comparison to Spanish

c vocabulary presented through visual representation.

ried exposure to texts in native language to understand content.

Marcos Oracionales

hysical response/Movement activities

rformance

ills	Critical Thinking, Creative Thinking, Collaborating, Communicating, and Technology Media Literacy and Global Awareness
ategies	<p>Fairfield Township Schools recognizes the importance of the varying methodologies that may be successfully employed by teachers in the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:</p> <ul style="list-style-type: none"> ● Communicating with students ● Using questioning and discussion techniques ● Engaging students in learning ● Using assessment in instruction ● Demonstrating Flexibility and Responsiveness
y	ELA, Science, and Technology

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Performance Task

Performance Assessment Task 1

RI.K.1, RF.K.1a-c, RF.K.3a, W.K.2, W.K.3, SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5,
,c, e, L.K.5d, L.K.6

8-19

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

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

words are separated by spaces in print.

Read aloud a story to the student. Then invite the student to read along with you. While reading, invite the student to use their finger to show where to start reading, which direction to go when starting a sentence, then show which direction to go next when reaching the end of the sentence.

Task	Developing	Secure	Established
Read from left to right.			
Read from top to bottom and sweep to the next line.			
Identify the concept of letter.			
Identify the concept of word.			
Read by pointing to each word.			

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Performance Task/Trabajo De Rendimiento

Performance Assessment Task 2

performance task(s) will students demonstrate desired understanding(s)

For your task is to speak about your writing with an audience. You're writing about a person, place or thing that you are thankful for and give 3 reasons for this person, place or thing. You will need to speak in front of the audience and you need to speak in a clear voice using complete sentences. You choose who or what you are thankful for, show them you're drawing/writing and then tell them why. Try and use some vocabulary words. After your speech, you can ask any questions.

Para tu trabajo es hablar sobre tu escritura con una audiencia. Tu estas escribiendo de una persona, lugar, o cosa en cual tu das gracias para tenerlo. Viene de un grupo de estudiantes y tienes que hablar claramente para que se te entienda. Tú tienes que hablarle de que cosas tu das gracias y mostrar su dibujo. Luego tú puedes preguntar si alguien tiene alguna pregunta.

We are not grading the writing for this task, we are grading the speaking. The audience can be another teacher, another class, a buddy, the principal, etc. You could videotape and upload on Teachscape as evidence.)

Responds to questions. Talk is consistently on topic. Expresses thoughts, feelings and ideas clearly and add details when prompted. Uses new vocabulary words.

Responds to questions. Need to be prompted and supported during speech. Most of the topic is on task. With prompt and support, can express thoughts, feelings and ideas. Shows an understanding of vocabulary words.

Responds to questions. Focus is often distracted or needs redirection. Expression is not understood by others. Doesn't use vocabulary words.

prompt.

Formative Assessment

Writing practice

Conferences

Responses

Summative Assessment

Grade level developed Unit Tests (based upon Students Will Know....)

State Unit Benchmark Assessment

Performance Task

Reading Street Weekly Test

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