

## Grade K ELA Unit 3 Final

<p>                     :                      :                      L.K.6, RL.K.7, RL.K.10                      onal Text                      K.7, RI.K.10                      onal Skills                      , RF.K.1.b,c                      , RF.K.3.a, RF.K.3.c                      K.6, W.K.7                      ng                      , SL.K.3, SL.K.4, SL.K.5                      e, L.K.1.d, L.K.5.a, L.K.5.c                 </p>	<b>Objectives</b>	
	<p> <i>Students will be able to:</i>  <i>Identify Learning Outcomes</i> <ul style="list-style-type: none"> <li>● Learning to recognize and decode printed words develops the skills that are the foundation for independent reading.</li> <li>● Effectively use a variety of strategies to express their opinions with support.</li> </ul> </p>	
	<b>Meaning</b>	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>● A supporting detail aids in expressing an opinion/point of view.</li> <li>● Illustrations help to express a thought.</li> <li>● Good writers are able to communicate their thoughts, feelings, stories, ideas and information.</li> </ul> </p>	<p> <i>Questions that will foster inquiry, understanding, transfer of learning.</i> <ul style="list-style-type: none"> <li>● What reading strategies can we use when we encounter an unknown word?</li> <li>● How do I make my illustration show what I am thinking?</li> </ul> </p>
	<b>Acquisition</b>	
	KNOWLEDGE	SKILLS
<i>Students will know how to...</i>	<i>Students will be skilled at...</i>	

## Grade K ELA Unit 3

**enchmark Test  
agnostic Test Unit 3  
eekly Tests**

[lum Unit 3](#)

- Rhyming words are words that have the same ending sound.
- Some words you need to learn by sight and can't be sounded out.
- Words can be broken up into parts called syllables.
- We can count the syllables by clapping, tapping, using fingers, etc.
- Pictures and text match.
- Illustrations help to express thoughts and feelings.
- Words consist of initial sound and the rime.
- Spoken words consist of sounds (phonemes).
- An opinion writing tells what a person thinks and feels.
- We use feeling words when writing an opinion piece on a topic (Feeling words: feel, like, think, believe, because).

- Produce 3 rhyming words from given word
- Read some high frequency words (I, a, and to, you, she, are, do, of, does, etc.)
- Count, pronounce, blend and segment syllables in spoken words.
- Orally describe how the illustration and the text match.
- Separate the sounds they hear by phonemes (m/o/m).
- Separate the word by onset and rime (like i/c).
- Identify 15 of the 21 primary letters sounds.
- Print 15 upper and lower case letters.
- Will use feeling words in their opinion writing.
- Draw detailed illustrations.

## Grade K ELA Unit 3

Vocabulary	Instruction and Pacing (suggested order to teach)	
, because, main, illustration, author, rhyme, l-life, people, places, events, research, anatory, opinion, topic, sight words, count, l, segment, syllable, explain, feeling words,  , relatar. elementos, silabas personajes, as, palabras, cubierto, pagina del titulo, /o, texto informativo, reglas, conexión, a, información, ilustrador, autor, fotos, as, Palabras de frecuencia, pronunciar, as, segmentar, silabas, explicar, palabras de on	Rhyming Words High Frequency Words Blend & Segment Syllables Phonemes Letter Sounds Print Letters Opinion Writing Draw Illustrations	
	Unit Test 3/Guided Reading Test	

Common Misconceptions	Proper Conceptions
ig should look perfect. :ad in any directions. ial fs should be like mine.	Use spaces between words. Use concepts of print (left to right, top to bottom, and return sweep). Use correct letter formation for lower and upper case letters Represent a complete thought through oral retelling, illustrations and/or wri Communicate complete thoughts from personal experiences, or text to supp opinion. Participate orally as the teacher as for the student’s opinion.

### Resources

ommon Core by Scott Foresmann/Pearson  
 n Colorín Colorado.com, Abcmouse .com, MissHeidisongs.com, EnchantedLearning,Com  
 arimas, Sing Along Songs/Canciones a cuentos, Sounds Like Fun songs, Nellie’sedge.com,  
 andwriting 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  
 r in Spanish and English, Spanish Read Alouds, Youtube.com, brainpop.com, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmot  
 ing, Scholastic.com, abctech.com, smart tutor.com  
 el Curriculum

## Grade K ELA Unit 3

---

### ELL Resources

[//www.state.nj.us/education/modelcurriculum/ela/ku3.shtml](http://www.state.nj.us/education/modelcurriculum/ela/ku3.shtml)  
[teacherclubhouse.blogspot.com/search/label/dual%20language](http://teacherclubhouse.blogspot.com/search/label/dual%20language)  
[nj.us/education/bilingual/resources/websites/teachers.htm](http://www.state.nj.us/education/bilingual/resources/websites/teachers.htm)  
[ars.com/files/tx/spanish/Spanishwallcards.pdf](http://www.ars.com/files/tx/spanish/Spanishwallcards.pdf)

---

### Differentiation and Accommodations

organizers  
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  
ce tasks of varied levels  
ffolding questions and tasks

---

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

o answer questions in the format of the test  
al examples and opportunities for additional problems for repetition with visuals and manipulatives  
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

---

## Grade K ELA Unit 3

esponse  
l

**Dual Language 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.

hysical response/Movement activities

rformance

<b>ills</b>	Critical Thinking, Creative Thinking, Collaborating, Communicating, and Technology Media Literacy and Global Awareness
<b>ategies</b>	<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"> <li>● Communicating with students</li> <li>● Using questioning and discussion techniques</li> <li>● Engaging students in learning</li> <li>● Using assessment in instruction</li> <li>● Demonstrating Flexibility and Responsiveness</li> </ul>
<b>y</b>	ELA, Science, and Technology

## Grade K ELA Unit 3

### Performance Task

Performance task(s) will demonstrate desired understanding(s)

Prepare a “Book Talk” about favorite story that they have “read.” The teacher may assist the student as he reads the book. They will discuss the characters and the story (what happened). The “Book Talk” can be with the whole class or a small group. The student will prepare an illustration of the characters, setting, and events to use as a “prop” while discussing the book. The students will write a “story” explaining their picture.

Preparar una charla de libro sobre su cuento favorita. El maestro/a puede asistir al estudiante mientras que lee su libro. Ellos van a discutir los personajes y el cuento (¿Qué paso?). La charla puede ser con la clase entero o en grupo pequeño. Los estudiantes van a preparar una ilustración con personajes, escenario y eventos para utilizar para dramatizar su cuento.

Includes characters, setting, and events in detail. Illustration includes many details. Writing includes sight words and consonants.

Includes some detail. Illustration includes some detail. Illustration includes a few details. Writing may include a few sight words and initial consonant sounds.

Unable to relate events of the story. Illustration does not match story. Little or no appropriate writing is evident.

#### Formative Assessment

Exit practice

Conferences

Responses

#### Summative Assessment

Reading Street Unit 3 Benchmark Assessment

Performance Task

Reading Street Weekly Tests

## Grade K ELA Unit 3