

**WAUCONDA SCHOOL DISTRICT 118**  
**UNIT PLANNING ORGANIZER**

**Subject: ELA**

**Grade Level or Course: K**

**Unit: 10**

**Pacing: 3 weeks (15 days)**

**STAGE 1 – DESIRED RESULTS**

## **Essential Questions:**

How can we apply phonics and word analysis skills in decoding words?

How can reading high frequency words help me become a more efficient reader?

How can participating in conversations help me comprehend topics and texts?

How can applying knowledge of grammar and usage help us become better writers and speakers?

How can asking and answering questions about text lead me to a deeper understanding of the story?

How can identifying characters, setting, and major events help me to understand the story?

How can my knowledge of the main idea and key details help me gain understanding of text?

How can I use drawing, dictating or writing to share facts, opinion or knowledge about a topic or book?

How can understanding the basic features of print and recognizing letters help me become a better reader and writer?

How can understanding new vocabulary help me to comprehend the text?

How can using conventions improve my writing and speaking?

How can understanding multiple-meaning words and phrases help me comprehend text?

## **Big Ideas:**

Demonstrate understanding of spoken words, syllables and sounds (phonemes). (RF.K.2)

Know and apply grade level phonics and word analysis skills in decoding words. (RF.K.3)

Read emergent-reader texts with purpose and understanding. (RF.K.4)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1)

With prompting and support, ask and answer questions about key details in a text. (RL.K.1)

With prompting and support, identify characters, setting, and major events in a story. (RL.K.3)

With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)

Use a combination of drawing, dictating, and writing to share my opinion, knowledge or facts about a topic or book. (W.K.1,W.K.2,W.K.3)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. (L.K.4)

With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)

## **ELA Standards [based on Illinois State Standards] (Overarching Objectives):**

### **Literacy**

#### ***Objective #***

*I can name the author and illustrator of a story. RL.K.6*

*I can actively engage in group reading activities. RL.K.10*

*I can identify characters, setting and major events in a story. RL.K.3*

*I can compare and contrast experiences of characters in familiar stories. RL.K.9*

*I can retell a story. RL.K.2*

### **Informational Text**

**Objective #** *I can statement...*

### **Language**

**Objective #**

*I can identify real life connections between words and their use. L.K.5c*

### **Writing**

**Objective #** *I can statement...*

### **Speaking and Listening**

**Objective #**

*I can ask and answer questions to clarify understanding of orally read text. SL.K.2*

*I can hold a conversation. SL.K.1b*

*I can speak clearly to express ideas. SL.K.6*

*I can participate in a conversation. SL.K.1*

*I can follow the rules of conversation. SL.K.1a*

### **Reading Foundational Skills:**

**Objective #**

*I can understand spoken words, syllables and sounds. RF.K.2*

*I can identify long and short vowel sounds. RF.K.3b*

*I know and apply grade level phonics in decoding words. RF.K.3*

*I can read emergent reading text. RF.K.4*

### **ELA Standards [based on Illinois State Standards] (Priority Objectives):**

#### **Literacy**

**Objective #**

*I can identify the major events in a story. RL.K.3*

*I can describe relationships between illustrations and the story in which they appear. RL.K.7*

### **Informational Text**

**Objective #** *I can statement...*

**Language**

**Objective #** *I can statement...*

**Writing**

**Objective #**

*I can use a combination of drawing, dictating and writing to narrate a story. W.K.3*

**Speaking and Listening**

**Objective #**

*I can understand orally read text. SL.K.2*

**Reading Foundational Skills:**

**Objective #**

*I can identify the middle sound in a word. RF.K.2d*

*I can blend sounds to make a word. RF.K.2b*

*I can add or substitute individual sounds in simple one-syllable words. RF.K.2e*

*I can count the sounds in a word. RF.K.2b*

*I can decode a word. RF.K.3*

*I can read high frequency sight words. RFK.3c*

*I can count how many syllables are in a word. RF.K.2b*

*I will identify the ending sound in a word. RF.K.2d*

**ELA Standards [based on Illinois State Standards] (Supporting Objectives)**

**Literacy**

**Objective #** *I can statement...*

**Informational Texts:**

**Objective #**

*I can ask and answer questions about key details of a text. RI.K.1*

*I can name the author and illustrator. RI.K.6*

*I can identify similarities between two texts. RI.K.9*

**Language:****Objective #**

*I can use pronouns. L.1.1d*

*I can understand and use question words. L.K.1d*

*I can capitalize the first word in a sentence and the word I. L.K.2a*

*I can use adjectives to explain adjectives. L.K.5b*

*I can sort common objects. L.K.5a*

**Writing:****Objective #**

*I can edit my work. W.K.5*

*I can use a combination of drawing, dictating and writing to compose an opinion piece. W.K.1*

*I can use background knowledge in my writing. W.K.8*

**Speaking and Listening**

**Objective #** *I can statement...*

**Reading and Foundational Skills:****Objective #**

*I can distinguish between similarly spelled words by identifying sounds of letters. RF.K.3d*

**STAGE 2 – EVIDENCE**

<b>Concepts</b> <b>(What students need to know?)</b>	<b>Performance Tasks</b> <b>(What students will be able to do?)</b>	<b>PLC Target Evidence</b> <b>(Which assessment [formative or summative] should we target for a PLC discussion?</b> <b>Evidence-based P4R)</b>
		<b>Unit 10 Test</b>



## STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

### Suggested Resources/Materials/Informational Texts

Anchor Text ( <i>Textbook Name</i> )
<i>Wonders</i> McGraw Hill

Read Alouds/Shared Reading	Non-Fiction
Big Books Read Aloud Cards Reading A-Z Leveled Readers Reading Writing Workshop	Big Books Read Aloud Cards Reading Writing Workshop Reading A-Z Leveled Readers
Poetry	Media
	Lexia Wonders Digital Resources Raz Kids
Writing/Language	Grammar
<ul style="list-style-type: none"> <li>• Narrative Text</li> <li>• Opinion Text</li> <li>• Informative Text</li> </ul> Shared Writing (drawing, dictating) Interactive Writing (drawing, dictating) Independent Writing (with guidance/support from adults)	<ul style="list-style-type: none"> <li>• Capitalization and punctuation</li> <li>• Complete sentences</li> <li>• Pronouns</li> </ul>
Word Study/Phonics	Foundational Skills/Strategies
<ul style="list-style-type: none"> <li>• Sentence segmentation</li> <li>• Phoneme identity</li> <li>• Phoneme blending</li> <li>• Phoneme substitution</li> <li>• Onset and rime blending</li> <li>• Generate alliteration</li> <li>• Phoneme segmentation</li> <li>• Letters- long vowels made with e.</li> </ul>	Concepts About Print/Print Awareness Phonemic Awareness Phonological Awareness Phonics and Decoding/Word Recognition Fluency Key Details Ask and Answer Questions
EL Resources	RTI Resources

(Integrating oral language development/ practice; peer interactions; making explicit connections between languages (example: morphological and genre level connections would help all students); culturally responsive connections... connecting with students' and families ' resources; writing across the curriculum/ throughout the unit of study...)	
	<p>Word building cards</p> <p>Photo cards</p> <p>Sound-Spelling Cards</p> <p>High-Frequency Word Cards</p> <p>Wonders Works Intervention Program</p>

### Suggested Research-based Effective Instructional Strategies

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications	Interdisciplinary Connection
<p><b>Word Wall</b></p> <ul style="list-style-type: none"> <li>• Good</li> <li>• Who</li> <li>• Come</li> <li>• Does</li> </ul> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Syllables</li> <li>• Dialogue</li> <li>• Pronoun</li> <li>• Predict</li> <li>• Fable</li> <li>• Sort</li> <li>• Fiction</li> <li>• Speech bubble</li> <li>• Revise</li> <li>• Draft</li> <li>• Research</li> <li>• Reference</li> <li>• Present</li> </ul>	<p><b>ELL Vocabulary:</b></p> <p><b>What's the Big Idea, Molly?</b></p> <ul style="list-style-type: none"> <li>• Right off</li> <li>• Meantime</li> <li>• Plopped in</li> <li>• Waddled</li> <li>• Bit</li> <li>• Oh, dear</li> <li>• Oh, goodness</li> <li>• Wrapped</li> <li>• Whenever</li> </ul> <p><b>All Kinds of Families</b></p> <ul style="list-style-type: none"> <li>• Sort</li> <li>• As soon</li> <li>• Thimbles</li> <li>• Ocean-smoothed</li> <li>• missus/mister</li> <li>• Spools</li> <li>• In the scale</li> </ul>	



<ul style="list-style-type: none"> <li>• Publish</li> <li>• Letters</li> <li>• Uppercase</li> <li>• Lowercase</li> <li>• Author</li> <li>• Rhyme</li> <li>• Antonyms</li> <li>• Informational text</li> <li>• Blend</li> <li>• Labels</li> <li>• Resources</li> <li>• Evidence</li> <li>• Fact</li> <li>• Inference</li> <li>• Prompt</li> <li>• Photograph</li> <li>• Captions</li> </ul>	<ul style="list-style-type: none"> <li>• Stepping stones</li> </ul> <p>Panda Kindergarten</p> <ul style="list-style-type: none"> <li>• Sight to see</li> <li>• Ever so big</li> <li>• Watched over</li> <li>• Nursery</li> <li>• Swap</li> <li>• Dangling</li> <li>• Lively</li> <li>• Woolong home</li> <li>• Roam free and wild</li> <li>•</li> </ul>	
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