

**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. RF.K.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

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



## STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

### Suggested Resources/Materials/Informational Texts

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

<p>(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>	
	<p>Word building cards Photo cards Sound-Spelling Cards High-Frequency Word Cards 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> <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>	

- Publish
- Letters
- Uppercase
- Lowercase
- Author
- Rhyme
- Antonyms
- Informational text
- Blend
- Labels
- Resources
- Evidence
- Fact
- Inference
- Prompt
- Photograph
- Captions

- Stepping stones
- Panda Kindergarten
- Sight to see
- Ever so big
- Watched over
- Nursery
- Swap
- Dangling
- Lively
- Woolong home
- Roam free and wild
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