

**Designer Name: Kindergarten Teachers 2013-2014**

**Date: June 9, 2014**

**Subject Area: ELA**

**Grade Level: Kindergarten**

**Unit Title/Focus: Unit 10 Windy Days**

**Estimated Amount of Instructional Time: 2-3 weeks**

**Stage 1 – (Desired Results)**

**State Content and Skill Standards: Common Core State Standards (CCSS)**

**CCSS Reading Standards for Literature**  
**CCSS Reading Standards for Informational Text**  
**CCSS Reading Foundational Skills**  
**CCSS Writing**  
**CCSS Speaking and Listening Standards**  
**CCSS Language Standards**

*Enduring Understandings: (what are the big ideas, what are the specific understandings desired)*

**CCSS Reading Standards for Literature**

Key Ideas and Details

**RL.K.1** Ask and answer question about key details in a text.

**RL.K.2** Retell familiar stories including key details.

**RL.K.3** Identify characters, settings and major events in a story.

Craft and Structure

**RL.K.4** Ask and answer questions about unknown words in a text.

**RL.K.5** Recognize common types of text.

**RL.K.6** Name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

**RL.K.7** Describe relationship between illustrations and stories.

**RL.K.9** Compare and contrast the adventure and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

**RL.K.10** Actively engage in group reading activities.

**CCSS Reading Standards for Informational Text**

Key Ideas and Details

**RI.K.1** Ask and answer question about key details in a text.

**RI.K.2** Identify the main topic and retell key details of a text.

**RI.K.3** Describe the connections between two individuals, events, ideas, and pieces of information in a text.

Craft and Structure

**RI.K.4** Ask and answer questions about unknown words in a text.

**RI.K.5** Identify the front and back cover and title of book.

**RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

**RI.K.7** Describe the relationship between illustrations and the text in which they appear.

**RI.K.8** Identify the reasons the author gives to support points in a text.

**RI.K.9** Identify basic similarities and differences between two texts on the same topic.

Range of Reading and Level of Text Complexity

**RI.K.10** Actively engage in group reading activities.

*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*

**Unit Essential Questions:**

Why do we have wind?

**“I wonder....”**

- How does wind help us?
- Why is there wind?
- Why is the wind sometimes strong and other times gentle?
- Where does the wind go when it is not blowing?

**Selections**

- *Can You See the Wind?* (nonfiction)
- *Gilberto and the Wind* (fiction)
- *Go Wind* (poem)
- *What Happens When Wind Blows* (nonfiction)
- *Crick! Crack!* (poetry)
- *Science Lap Book: So Much Is Moving* (nonfiction)
- *Wind Says Good Night* (fiction)

## CCSS Reading Foundational Skills

### Print Concepts

**RF.K.1 (a-d)** Demonstrate the organization and basic features of print.

- a) Follow words from left to right, top to bottom, and page by page.
- b) Recognize that spoken words are represented in written language by specific sequences of letters.
- c) Understand that words are separated by spaces in print.
- d) Recognize and name all upper and lowercase letters of the alphabet.

### Phonological Awareness

**RF.K.2 (a-e)** Demonstrate understanding of spoken words, syllables, and sounds.

- a) Recognize and produce rhyming words.
- b) Count, pronounce, blend, and segment syllables in spoken words.
- c) Blend and segment onsets and rimes of single-syllable spoken words.
- d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This doesn't include CVCs ending with /l/,/r/,or /x/)
- e) Add or substitute individual sounds (phonemes in simple, one syllable words to make new words.

## CCSS Writing

### Text Types and Purposes

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (*My favorite book is...*)

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several 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

**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers

### Research to Build and Present Knowledge

**W.K.7** Participate in shared research and writing projects

**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## CCSS Speaking and Listening Standards

### Comprehension and Collaboration

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

**SL.K.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 requested clarification of something is not understood.

**SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### Presentation of Knowledge and Ideas

**SL.K.4** Describe familiar people, places, things, and events and with prompting and support, provide additional detail

**SL.K.5** Add drawings or other visual display to describe as desired to provide additional detail

**SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

## **CCSS Language Standards**

### **Conventions of Standard English**

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

- a) Print many upper-lowercase letters.
- b) Use frequently occurring nouns and verbs.
- c) Form regular plural nouns orally by adding /s/ or /es/ (dog, dogs/wish, wishes)
- d) Understand and use questions words (who, what, where, when, why, how)
- e) Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)
- f) Produce and expand complete sentences in shared language activities.

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

- a) Capitalize the first word in a sentence and the pronoun I.
- b) Recognize and name end punctuation.
- c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **Vocabulary Acquisition and Use**

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

- a) Identify new meaning for familiar words and apply them accurately (knowing duck is a bird and learning the verb duck).
- b) Use the most frequently occurring inflections and affixes (ed, s, re, un, pre, ful, less) as a clue to the meaning of and unknown word.

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

- a) Sort common objects into categories (shapes, foods) to gain a sense of the concepts the categories represent.
- b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c) Identify real-life connections between words and their use (note places at school that are colorful).
- d) Distinguish shades of meaning among verbs describing the same general action (walk, march, strut, prance) by acting out the meanings.

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## **STUDENTS WILL ...**

### **Reading**

Become familiar with unit theme

Generate Questions and statements about the theme

Read and Respond to a age appropriate literature (decodables)

Identify print and book features

Discuss unit concept

Experiment with given theme

Identify title, author/poet, and illustrator

Connect their own life experiences to the text  
Develop an understanding of vocabulary  
Identify high-frequency words in print  
Set Goals for reading each selection  
Cause and Effect  
Reality and Fantasy  
Asking Questions –Predicting-Visualizing-Clarifying- Making  
Connections-  
Attach Sound to Letter  
Analyze the authors development of the theme  
Analyze the authors use of characterization  
Review Alphabet  
Create words  
Classify and Categorize  
Identify Sounds  
Identify words in print  
Long and Short vowels  
Discuss authors purpose  
Blend and read words  
Manipulate phonemes  
Words order  
Match phonemes

### **Writing**

Writing letters and words  
Create a web  
Spacing between words  
Punctuation  
Sequence of events  
Capital Letters  
Draw pictures to illustrate  
Revise text by moving, adding, and deleting  
Describe and Record observations  
Write a class report  
Collaborate to extend story lines  
Choose a writing topic

### **Speaking and Listening**

Make and extend oral sentences  
Collaborate to find information  
Answer research question  
Compare Ideas  
Present to class  
Retell

### **Language**

Brainstorm form hypotheses  
Formulate research question  
Differences between word and sentence  
Identify the problem in a story plot  
Identify resolution in a story plot  
Identify a minor story line  
Identify thoughts and feelings of characters  
Extend interrogative sentences  
Find information and answer research questions  
Sentence frames  
Exclamatory sentences  
Summarize  
Sequence for a report  
Future, present, and past tense of action words  
Pronouns

## Big Idea

### Imagine It! Big Idea: Why do we have wind?

*What Students will know: (what knowledge will they acquire)*

#### Essential Skills, Strategies, and Concepts

- Asking Questions
- Making Connections
- Inquiry
- Predicting
- Clarifying
- Book and Print Awareness
- Phonological and Phonemic Awareness
- Alphabetic Knowledge
- Visualizing
- Compare and Contrast
- Sequencing
- Reality and Fantasy
- Rhyming Words
- High Frequency Words
- Comprehension

*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*

Become familiar with unit theme  
Generate Questions and statements about the theme  
Read and Respond to a age appropriate literature (decodables)  
Identify print and book features  
Discuss unit concept  
Experiment with given theme  
Identify title, author/poet, and illustrator  
Connect their own life experiences to the text  
Develop an understanding of vocabulary  
Identify high-frequency words in print  
Set Goals for reading each selection  
Cause and Effect  
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Asking Questions –Predicting-Visualizing-Clarifying- Making  
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Review Alphabet  
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Identify words in print  
Long and Short vowels  
Discuss authors purpose  
Blend and read words  
Manipulate phonemes  
Words order  
Match phonemes  
Writing letters and words  
Create a web  
Spacing between words  
Punctuation  
Sequence of events  
Capital Letters  
Draw pictures to illustrate  
Revise text by moving, adding, and deleting  
Describe and Record observations  
Write a class report  
Collaborate to extend story lines  
Choose a writing topic  
Make and extend oral sentences  
Collaborate to find information  
Answer research question  
Compare Ideas  
Present to class  
Retell  
Brainstorm form hypotheses  
Formulate research question  
Differences between word and sentence  
Identify the problem in a story plot  
Identify resolution in a story plot  
Identify a minor story line  
Identify thoughts and feelings of characters  
Extend interrogative sentences

	Find information and answer research questions Sentence frames Exclamatory sentences Summarize Sequence for a report Future, present, and past tense of action words Pronouns
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**Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)**

<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> <li>• Create a class book stating an opinion about whether wind can be helpful or harmful and explain or illustrate why.</li> <li>• Students independently write about their favorite book and share why it is their favorite.</li> <li>• Reading</li> <li>• Writing</li> <li>• Developing Stories</li> </ul>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p><b>Guided/Shared Writing Activities</b>  <b>(Please note that additional standards will be addressed when completing these tasks (Speaking and Listening, Language, and Reading))</b></p> <ul style="list-style-type: none"> <li>• District and State adopted assessments (STAR, AIMS web)</li> <li>• Teacher Observations</li> <li>• Lesson Assessment Book</li> <li>• Letter and Sound Identification</li> <li>• Penmanship</li> <li>• Word Spacing</li> <li>• Pronouns</li> <li>• Blending</li> <li>• Vocabulary</li> <li>• Short and Long Vowel</li> <li>• Sentences</li> <li>• Cause and Effect</li> <li>• Comprehension Log</li> <li>• Visualizing</li> <li>• Punctuation</li> <li>• Classify and Categorize</li> <li>• Fantasy and Reality</li> <li>• Order Words</li> <li>• Action Words</li> <li>• High Frequency Words</li> <li>• Benchmark</li> </ul>
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**Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:**

*Lesson Activities:*

Lessons	Unit 1-Reading	Support Resources	Academic Vocabulary	Suggested Writing Topics For Unit	Grammar, Usage, and Mechanics
<b>Lesson 1-5</b>	Can You See the Wind? (non-fiction)  Gilberto and Wind (fiction) (Big Book T46)  Lesson 1 – 5 (T2 – T87)	<b>Focus Sounds:</b> /e/ (long)  <b>Decodable:</b> #20 L5 We Did It! (be, she)	fall	Write sentences and have students count how many spaces are in the sentences.  Create individual asking sentences.  Daily journal writing	Draw/Write  Opinion: Favorite game  Favorite outside activity
<b>Lesson 6-10</b>	Go Wind (poem) (Big Book T98)  What Happens When	<b>Review sounds:</b> review all long and short vowels sounds /a/, /e/, /i/, /o/, /u/	steam boiling	Write sentences on the board and do not include spaces, capitalization, and punctuation. Correct these sentences.	Draw/Write  Narrative:

	<p>Wind Blows? (non-fiction) (Big Book T110)</p> <p>Crick! Crack! (Poem) (Big Book T142)</p> <p>Lesson 6 – 10 (T88 – T173)</p>			<p>Create individual exclamations.</p> <p>Daily journal writing</p>	<p>When the wind blows...</p> <p>On a windy day I...</p>
<b>Lesson 11-15</b>	<p>So Much Is Moving (Science Big Book T174)</p> <p>Wind Says Good Night (fiction)</p> <p>Lesson 11- 15 (T174 – T255)</p>	<p><b>Review sounds:</b> review all long and short vowels sounds /a/, /e/, /i/, /o/, /u/</p>	<p>melody beat rhythm mist</p>	<p>Form sentences with past/present/future tense verbs.</p> <p>Daily journal writing</p>	<p>Draw/Write</p> <p>Informative:</p> <p>Talk about seasons</p> <p>What is wind?</p>

<p><b>Assessment Tasks that Provide Evidence for Claims including DOK</b></p>	<p><input type="checkbox"/> <b>Claim #1 (Reading)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>  1 - Recall and Reproduction (<i>Below Basic</i>)  2 - Skills and Concepts (<i>Basic</i>)  3 - Short Term Strategic Thinking (<i>Proficient</i>)  4 - Extended Thinking (<i>Advanced</i>)</p>
	<p><input type="checkbox"/> <b>Claim #2 (Writing)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>  1 - Recall and Reproduction (<i>Below Basic</i>)  2 - Skills and Concepts (<i>Basic</i>)  3 - Short Term Strategic Thinking (<i>Proficient</i>)  4 - Extended Thinking (<i>Advanced</i>)</p>
	<p><input type="checkbox"/> <b>Claim #3 (Speaking and Listening)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>  1 - Recall and Reproduction (<i>Below Basic</i>)  2 - Skills and Concepts (<i>Basic</i>)  3 - Short Term Strategic Thinking (<i>Proficient</i>)  4 - Extended Thinking (<i>Advanced</i>)</p>
	<p><input type="checkbox"/> <b>Claim #4 (Research/Inquiry)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>  1 - Recall and Reproduction (<i>Below Basic</i>)  2 - Skills and Concepts (<i>Basic</i>)  3 - Short Term Strategic Thinking (<i>Proficient</i>)  4 - Extended Thinking (<i>Advanced</i>)</p>
<p><b>Achievement Level Descriptors</b></p>	<p>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</p>
<p><b>Materials/Resources</b>  Pickled Peppers Big Book</p>	<p><b>Additional Resources</b></p>

**High Frequency Flash cards**

Picture Cards  
Decodables  
Skills Practice  
Transparencies  
Home Connection  
Listening Library  
Unit Big Books  
Read Aloud Collection  
Teacher's Resource Book  
Alphabet Letter Cards  
Alphabet Sound Cards  
Race Track Game Mats  
Unit Lap Books  
Alphabet Flash Cards  
Story Time Collection

- Guided Reading Texts
- Differentiation Instruction Planner in Imagine It
- Discovery Education
- Intervention Guide
- Imagine It! Unit 10 Additional Reading List (see table of contents)
- Reteach
- ELD guide

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