

Understanding by Design: Mountain Home School District 193

Designer Name: Kindergarten Teachers 2013-2014

Date: June 9, 2014

Subject Area: ELA

Grade Level: Kindergarten

Unit Title/Focus: Unit 9 Red, White, and Blue

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.

CCSS Reading Foundational Skills

Print Concepts

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

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.

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

Unit Essential Questions:

- What does it mean to be an American?

“I wonder.....”

- What does it mean to be an American?
- Why do Americans love their country so much?
- How do Americans show their love for their country?

Selections:

- America Is...* (nonfiction)
- F Is for Flag* (nonfiction)
- Celebrate* (poem)
- Hats Off for the Fourth of July* (fiction)
- America the Beautiful* (poem)
- Social Studies Lap Book: Rules Keep Us Safe* (nonfiction)
- The American Wei* (fiction)
- Hello Ocean/Hola Mar* (realistic fiction)

- 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.

#### **Phonics and Word Recognition**

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

- a) Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sound for each consonant.
- b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c) Read common high-frequency words by sight. (the, of, to, you, she, my, is, are, do, does)
- d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### **Fluency**

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

#### **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.

- a) Follow agreed-upon rules for discussion (listening to others and taking turns speaking about the topics and texts under discussion).
- b) Continue a conversation through multiple exchanges.

**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 ...**

Discuss Unit Concept

Identify letters and sounds

Generate Questions about unit theme

Identify characters and main idea

Identify thoughts, feelings, and ideas of a character

Identify problem, idea, and solution in a story's plot

Identify and compose examples of perseverance  
Identify Problems and Solutions  
Vocabulary (High Frequency Words)  
Locate the title and the name of the author/poet  
Connect life experiences to the text  
Learn the parts of a book including Author and Illustrator  
Recognize story/poem  
Read and Respond to a age appropriate literature (decodables)  
Identify print and book features  
Attach sound to letter  
Asking Questions –Predicting-Visualizing - Making Connections-  
Compare and Contrast  
Analyze the characters of a nonfiction story  
Analyze the author’s use of patterned repetition  
Brainstorm  
Collaboration  
Read from left to right and top to bottom  
Listen for initial, medial, and final sounds  
Identify the Name and Shape of Letters  
Letter sounds  
Create words with the beginning sounds of certain letters  
Relate prior knowledge to the unit theme  
Listen attentively  
Summarize main events of a story  
Comprehension  
Rhyme  
Blend onsets and rimes  
Phonemes  
Initial phonemes  
Medial phonemes  
Final phonemes  
Phoneme Manipulation  
Delete and add know phonemes  
Syllable Segmentation  
Compound Words  
Conclusions  
Sequencing  
Brainstorm  
Build word  
Blend Initial and final phonemes to make words  
Match Initial and Final phonemes  
Form words through segmentation and matching sounds  
Identify and count the number of phonemes in words  
Make rhyming words by changing initial phonemes  
Complete tasks in order  
Research  
Experiment  
Non-fiction  
Replace, identify, and match phonemes in words  
Determine and analyze the genre of the selection  
Long Vowels

### Writing

#### **Difference between a letter and a word**

Use illustrations to persuade  
Writing Letters and numbers  
Declarative sentence  
Capitalize people’s names  
Identify print and book features  
Locate title of poem and the name of the poet and illustrator  
Learn how to write a poem  
Generate ideas for writing  
Brainstorm  
Punctuation

Capitalization  
 Draw Pictures  
 Write left to right and from top to bottom  
 Revise drawing and writing by adding or changing details  
 Finalize draft of a text  
 Proper spacing between letters  
 Illustrate

**Speaking and Listening**

Retell a story  
 Work collaboratively  
 Present illustrations and writing  
 Describe observations  
 Segment, blend and syllables

**Language**

Ask and answer questions about the selection  
 Name people, places, objects, or things (nouns)  
 Ideas into sequential order  
 Describing words (adjectives)  
 Action words (verbs)

**Big Idea**

**Imagine It! Big Idea:** Why do we love America?

*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
- Setting
- Main Character
- High Frequency Words
- Comprehend

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

- Ask Appropriate Questions
- Discuss Unit Concept
- Generate Questions and Statements about unit theme
- Identify the Name and Shape of Letters
- Letter sounds
- Create words with the beginning sounds of certain letters
- Read and Respond to a age appropriate literature (decodables)
- Prior knowledge
- Ask Questions –Predict-Visualize-Clarify- Making Connections- Compare and Contrast-Observations-Analyze
- Summarize main events of a story
- Analyze the author’s use of patterned repetition
- Comprehension
- Difference between a letter and a word
- Identify thoughts and feelings about a story and the Characters
- Identify problem, idea, and solution in a story’s plot
- Blend Initial and final phonemes to make words
- Match Initial and Final phonemes
- Identify and match medial sounds
- Identify and count the number of phonemes in words
- Syllable Segmentation
- Rhyme
- Locate Table of Contents, Title of Book, Author and Illustrator
- Thinking Story
- Determine and analyze the genre of the selection
- Long Vowels
- Retell a story
- Sequencing
- High Frequency words
- Use illustrations to persuade
- Writing Letters and numbers
- Declarative sentence
- Capitalize people’s names

	<p>Identify print and book features  Locate title of poem and the name of the poet and illustrator  Learn how to write a poem  Generate ideas for writing  Brainstorm  Punctuation  Capitalization  Draw Pictures  Write left to right and from top to bottom  Revise drawing and writing by adding or changing details  Finalize draft of a text  Proper spacing between letters  Illustrate  Segment, blend and syllables  Present visual stories to their classmates  Ask and answer questions about the selection  Vocabulary Words  Name people, places, objects, or things  Ideas into sequential order  Describing words  Action words</p>
<b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b>	
<p><b>Performance Tasks:</b> (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</p> <ul style="list-style-type: none"> <li>• Create a class book defending the claim “America is a great place to live.”</li> <li>• Complete a whole class shared writing experience showcasing the symbols of America and their meanings.</li> <li>• Create varied writing experiences which introduce a topic or name of the book they are writing about and state an opinion or preference about the topic or book.</li> <li>• Continue to let student’s journal throughout the year.</li> <li>• Continue writing opinion, narrative, and informative writing pieces.</li> </ul>	<p><b>Other Evidence:</b> (quizzes, tasks, academic prompts, homework, observations)  <b>Guided/Shared Writing Activities</b>  (Please note that additional standards will be addressed when completing these tasks (Speaking and Listening, Language, and Reading))</p> <ul style="list-style-type: none"> <li>• Lesson Assessment Book</li> <li>• Letter and sound identification and recognition</li> <li>• Phonemic Awareness</li> <li>• Letter and sound identification</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Making Connections</li> <li>• Describing words</li> <li>• Penmanship</li> <li>• Naming Words</li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• District and State adopted assessments (STAR, AIMS web)</li> <li>• Teacher Observations</li> <li>• Benchmark</li> </ul>
<b>Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:</b>	
<p><b>Assessment Tasks that Provide Evidence for Claims including DOK</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Claim #1 (Reading)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>  <b>1 - Recall and Reproduction (Below Basic)</b>  <b>2 - Skills and Concepts (Basic)</b>  <b>3 - Short Term Strategic Thinking (Proficient)</b>  <b>4 - Extended Thinking (Advanced)</b></li> <li><input type="checkbox"/> <b>Claim #2 (Writing)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>  <b>1 - Recall and Reproduction (Below Basic)</b>  <b>2 - Skills and Concepts (Basic)</b>  <b>3 - Short Term Strategic Thinking (Proficient)</b>  <b>4 - Extended Thinking (Advanced)</b></li> </ul>

		<input type="checkbox"/> <b>Claim #3</b> ( <i>Speaking and Listening</i> ) <b>Depth of Knowledge (DOK)</b> <b>Circle One</b> <b>1 - Recall and Reproduction</b> ( <i>Below Basic</i> ) <b>2 - Skills and Concepts</b> ( <i>Basic</i> ) <b>3 - Short Term Strategic Thinking</b> ( <i>Proficient</i> ) <b>4 - Extended Thinking</b> ( <i>Advanced</i> )				
		<input type="checkbox"/> <b>Claim #4</b> ( <i>Research/Inquiry</i> ) <b>Depth of Knowledge (DOK)</b> <b>Circle One</b> <b>1 - Recall and Reproduction</b> ( <i>Below Basic</i> ) <b>2 - Skills and Concepts</b> ( <i>Basic</i> ) <b>3 - Short Term Strategic Thinking</b> ( <i>Proficient</i> ) <b>4 - Extended Thinking</b> ( <i>Advanced</i> )				
<b>Achievement Level Descriptors</b>		<b>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</b>				
<b>Materials/Resources</b>		<b>Additional Resources</b>				
Alphabet Big Book Pickled Peppers Big Book Unit Big Book Language Arts Big Book Social Studies Big Book Willy the Wisher Picture Cards Word Cards Pre-Decodables Skills Practice Sheets Transparencies Home Connection Listening Library Unit Big Books Read Aloud Collection Hop along game mats Teacher’s Resource Book Alphabet Letter Cards Unit Lap Books Rhyme Posters Thinking Crowns Story Lines Big Book		<ul style="list-style-type: none"> <li>• Guided Reading Texts</li> <li>• Differentiation Instruction Planner in Imagine It</li> <li>• Discovery Education</li> <li>• Intervention Guide</li> <li>• Imagine It! Unit 9 Additional Reading List (see table of contents)</li> <li>• ELD Guide</li> <li>• District and State Assessments</li> </ul>				
<b>Lessons</b>	<b>Unit 9</b>	<b>Support Resources</b>	<b>Academic Vocabulary</b>	<b>Writing Activities</b>	<b>Possible Writing Topics</b>	<b>Grammar, Usage, and Mechanics</b>
<b>Lessons 1-5</b>	America Is... (non-fiction)  F is for Flag (non-fiction) (Big Book T48)  Lesson 1 – 5 (T2 – T87)	<b>Focus Sound</b> /o/ (long)  <b>Decodable:</b> #17 L5 An Old Flag (boy, out)	Nation pledge Americans States stands for Pledge of Allegiance freedom	Write a sentence beginning with someone’s name.  Daily journal writing	Draw/Write  Opinion: Favorite Holiday  Favorite American Symbol	A person’s name should always begin with a capital letter no matter where it appears in writing.  Printed words should be read from the left side of the page to the right side of the page.

<p><b>Lessons 6-10</b></p>	<p>Celebrate (poetry) (Big Book T98)</p> <p>Hats Off for the Fourth of July (realistic fiction) (Big Book T108)</p> <p>America the Beautiful (poem) (Big Book T136)</p> <p>Lesson 6 – 10 (T88 – T165)</p>	<p><b>Focus sound</b> /u/ (long)</p> <p><b>Decodable:</b> #18 L10 Cute Little Mule (do, little)</p>		<p>Read sentences and write them down adding describing words.</p> <p>Daily journal writing</p>	<p>Draw/Write</p> <p>Narrative: A special Celebration</p> <p>If I were president...</p>	<p>We put spaces between letters to show where one letter ends and another one begins.</p> <p>Good handwriting has the same size spaces between the letters.</p> <p>Number words and sensory words are other types of describing words.</p>
<p><b>Lessons 11-15</b></p>	<p>Rules Keep Us Safe (SS Big Book T168)</p> <p>The American Wei (fiction)</p> <p>Lesson 11- 15 (T166 – T247)</p>	<p><b>Focus Sound</b> review /o/, u/ (long)</p> <p><b>Decodable:</b> #19 The Cutest Pet (when, then)</p>	<p>rules safe laws fair citizens trails judge declare oath loyalty liberty</p>	<p>Write declarative sentences using a capital at the beginning (use sentence frames if necessary).</p> <p>Daily journal writing</p>	<p>Draw/Write</p> <p>Informative: How do rules keep us safe?</p> <p>America is...</p>	<p>Most words are made of several letters, but some words are made of only one letter.</p> <p>End marks finish sentences.</p> <p>All sentences begin with capital letters.</p>