Kindergarten - Unit 1 Reading - Launching a Community of Readers and Writers

Madison Public Schools

Unit Focus

Launching a Community of Readers and Writers introduces Kindergarteners into our learning community as readers and writers. Kindergartners will explore and learn all the places that print surrounds and impacts our daily lives. We launch our community by building a safe and responsive classroom with clear expectations of routines and procedures that will keep our community safe and productive. We immerse in literacy with songs, games, poems and stories. Play based experiences and instruction that is seeded in inquiry and discovery teach students the important work of building stamina while we engage with authors as we read books in the workshop. Readers will learn to read the pictures as they set goals and begin their reading journey engaged in meaning and comprehension. Routines of interactive writing, interactive read aloud, shared reading, shared writing, mini-lessons and literacy corners share a joy for reading and learning with emergent readers. Big books and poem posters will be used to model skills, using initial letter sounds to get your mouth ready and reading pictures closely. A variety of fiction and non-fiction read alouds are introduced as we model the balanced reading life that engages readers in purposeful book choice and reading to learn and wonder.

Reading Skills: CAP Skills, Oral Storytelling

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core

English Language Arts: K

- Reading Literature
  - With prompting and support, ask and answer questions about key details in a text. *(CCSS.ELA-LITERATURE.RL.K.1)*
  - Ask and answer questions about unknown words in a text. *(CCSS.ELA-LITERATURE.RL.K.4)*
  - Recognize common types of texts (e.g., storybooks, poems). *(CCSS.ELA-LITERATURE.RL.K.5)*
  - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *(CCSS.ELA-LITERATURE.RL.K.6)*
- Reading: Informational Text
  - Identify the front cover, back cover, and title page of a book. *(CCSS.ELA-LITERACY.RI.K.5)*
- Demonstrate understanding of the organization and basic features of print. *(CCSS.ELA-LITERACY.RF.K.1)*
  - Follow words from left to right, top to bottom, and page by page. *(CCSS.ELA-LITERACY.RF.K.1.A)*
  - Recognize that spoken words are represented in written

Transfer

Students will be able to independently use their learning to...

T1   Actively listen to adults and peers;
T2   Follow classroom and school routines with increasing safety and independence (Decision Making);
T3   Comprehend and respond to shared texts joyfully;
T4   Maintain and grow stamina for school activities. (Perseverance)
T5   Know and apply grade-level phonics and word analysis skills in decoding words.
T6   Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... U1 Readers are active, reflective problem solvers. U2 Reading is joyful. U3 Readers make choices based on interest. U4 Readers build stamina, engagement, and thinking by reading many books. U5 Language is comprised of spoken words, syllables, and sounds	*Students will keep considering...* Q1 Where do stories take us? Q2 How and why do readers choose books? Q3 How can I solve problems? Q4 How do my choices affect others? How do I know I should try something else? Q5 How can we use names to help us with our reading and our writing?

Stage 1: Desired Results - Key Understandings

language by specific sequences of letters. *(CCSS.ELA-LITERACY.RF.K.1.B)*
- o Understand that words are separated by spaces in print. *(CCSS.ELA-LITERACY.RF.K.1.C)*
- o Recognize and name all upper- and lowercase letters of the alphabet. *(CCSS.ELA-LITERACY.RF.K.1.D)*
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *(CCSS.ELA-LITERACY.RF.K.2)*
  - o Recognize and produce rhyming words. *(CCSS.ELA-LITERACY.RF.K.2.A)*
  - o Count, pronounce, blend, and segment syllables in spoken words. *(CCSS.ELA-LITERACY.RF.K.2.B)*
  - o Blend and segment onsets and rimes of single-syllable spoken words. *(CCSS.ELA-LITERACY.RF.K.2.C)*
  - o Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) *(CCSS.ELA-LITERACY.RF.K.2.D)*
- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.K.3)*
  - o Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. *(CCSS.ELA-LITERACY.RF.K.3.A)*
  - o Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). *(CCSS.ELA-LITERACY.RF.K.3.C)*
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. *(CCSS.ELA-LITERATURE.SL.K.1)*
  - o Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). *(CCSS.ELA-LITERACY.SL.K.1.A)*
  - o Continue a conversation through multiple exchanges. *(CCSS.ELA-LITERACY.SL.K.1.B)*
- Speaking & Listening
  - o Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *(CCSS.ELA-LITERATURE.SL.K.3)*
- Demonstrate command of the conventions of standard English

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know...	*Students will be skilled at...*
K1　　　Readers talk about books together.	S1　　　Actively listening;
K2　　　Vocabulary: First, last, next, word, letter, sentence, return sweep, sound, front cover, back cover, title page, illustrator, author, uppercase, lowercase, capital, active listener, turn and talk, stamina, question, capitalization, rhyming, segmenting, blending	S2　　　Choosing just right books;
	S3　　　Identifying the front and back of a book;
	S4　　　Naming letters;
	S5　　　Identifying letter sounds;
	S6　　　Asking questions when they do not understand;
	S7　　　Tracking from right to left using one to one correspondence and return sweep during shared reading experiences;
	S8　　　Using pictures in a story to talk about the meaning conveyed.
	S9　　　Capitalize the first word of a sentence and the word I.
	S10　　Decode grade level words
	S11　　Recognize and produce rhyming words.
	S12　　Count, pronounce, blend, and segment syllables in spoken words
	S13　　Blend and segment onsets and rimes of single-syllable spoken words
	S14　　Isolate and pronounce the initial sound (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)
	S15　　Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	S16　　Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Stage 1: Desired Results - Key Understandings		
capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.K.2)* o Capitalize the first word in a sentence and the pronoun I *(CCSS.ELA-LITERACY.L.K.2.A)* **Student Growth and Development 21st Century Capacities Matrix** *Self-Direction* • Perseverance: Students will be able to identify problem(s) and use appropriate strategies to continue toward a desired goal. *MM.4.2* • Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context. *MM.4.3*		