

Unit Focus

This final unit of study launches readers into summer reading joyfully with enthusiasm and opinions about what they like about books. Strategy groups will provide instruction that gives readers an opportunity to grow their skills.

Readers will analyze why they like or dislike books, characters or topics. They'll look at craft and features closely and listen to their classmates' ideas as they gather up titles to add to their own "I want to read lists."

Reading Skill: Inferring, Critiquing

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: K</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-LITERATURE.RL.K.3) ○ With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (CCSS.ELA-LITERATURE.RL.K.7) ○ With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS.ELA-LITERATURE.RL.K.9) • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS.ELA-LITERACY.RF.K.2) <ul style="list-style-type: none"> ○ Count, pronounce, blend, and segment syllables in spoken words. (CCSS.ELA-LITERACY.RF.K.2.B) ○ Blend and segment onsets and rimes of single-syllable spoken words. (CCSS.ELA- 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers (analyzing)</p> <p>T2 Identify and critique the merit and purpose of a text, citing craft, and structure to support their opinions.(analyzing)</p> <p>T3 Talk about read texts using both text evidence and schema to interpret author's message.(collective intelligence, analyzing)</p> <p>T4 Recognizes and uses snap words in reading and writing.</p> <p>T5 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers read a wide variety of texts to broaden their perspective and understanding.</p> <p>U2 Readers notice the craft and structure authors use to inspire their own writing.</p> <p>U3 Readers don't just believe what they read or hear, they look for evidence to prove ideas.</p> <p>U4 Use letter sound knowledge to read and spell.</p> <p>U5 Identify and use snap words with automaticity.</p> <p>U6 Readers understand they have to slowly stretch out each sound to hear blends.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What is this author trying to make me think or feel? Do I believe it?</p> <p>Q2 What do I think about this book? How can I prove my opinion?</p> <p>Q3 What parts of the text will help me prove or change my opinion?</p> <p>Q4 How do word parts help us read and spell longer words?</p> <p>Q5 How can you use rhymes and "word parts" to help you write and read poems that sound right and make sense?</p>	

Stage 1: Desired Results - Key Understandings

<p>help, get information, or clarify something that is not understood. <i>(CCSS.ELA-LITERATURE.SL.K.3)</i></p> <ul style="list-style-type: none"> • With guidance and support from adults, explore word relationships and nuances in word meanings. <i>(CCSS.ELA-LITERACY.L.K.5)</i> <ul style="list-style-type: none"> ○ Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <i>(CCSS.ELA-LITERACY.L.K.5.D)</i> • Language <ul style="list-style-type: none"> ○ Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <i>(CCSS.ELA-LITERACY.L.K.6)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <i>MM.3.1</i> 		
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