

Kindergarten - Unit 5 Reading - Growing Opinions about Books and Life

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	
Common Core English Language Arts: K • Reading Literature • 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	Students will be able to independently use their learning to T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers (analyzing) T2 Identify and critique the merit and purpose of a text, citing craft, and structure to support their opinions.(analyzing) T3 Talk about read texts using both text evidence and schema to interpret author's message.(collective intelligence, analyzing) T4 Recognizes and uses snap words in reading and writing. T5 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
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)	Understanding(s)	eaning Essential Question(s)
 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) Count, pronounce, blend, and segment syllables in spoken words. (CCSS.ELA- 	Students will understand that U1 Readers read a wide variety of texts to broaden their perspective and understanding. U2 Readers notice the craft and structure authors use to inspire their own writing. U3 Readers don't just believe what they read or hear, they look for evidence to prove ideas.	Students will keep considering Q1 What is this author trying to make me think or feel? Do I believe it? Q2 What do I think about this book? How can I prove my opinion? Q3 What parts of the text will help me prove or change my opinion?
 LITERACY.RF.K.2.B) Blend and segment onsets and rimes of single-syllable spoken words. (CCSS.ELA- 	U4 Use letter sound knowledge to read and spell. U5 Identify and use snap words with automaticity. U6 Readers understand they have to slowly stretch out each sound to hear blends.	Q4 How do word parts help us read and spell longer words? Q5 How can you use rhymes and "word parts" to help you write and read poems that sound right and make sense?

Stage 1: Desired Results - Key Understandings

LITERACY.RF.K.2.C)

- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in threephoneme (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)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS.ELA-LITERACY.RF.K.2.E)
- Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.K.3)
 - 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)
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS.ELA-LITERACY.RF.K.3.B)
 - 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)
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS.ELA-LITERACY.RF.K.3.D)
- 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 Continue a conversation through multiple exchanges. (CCSS.ELA-LITERACY.SL.K.1.B)
- Speaking & Listening
 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS.ELA-LITERATURE.SL.K.2)
 - Ask and answer questions in order to seek

Readers and writers understand words are U7 made of "word parts" and they rely on those parts to read and spell longer words.

Where can you find snap words in your reading and 06 writing?

Q7 How do blends and digraphs help you read and write?

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Stage 1: Desired Results - Key Understandings		
help, get information, or clarify something that is not understood. (CCSS.ELA-LITERATURE.SL.K.3) • With guidance and support from adults, explore word relationships and nuances in word meanings. (CCSS.ELA-LITERACY.L.K.5) • Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS.ELA-LITERACY.L.K.5.D) • Language • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-LITERACY.L.K.6)		
Student Growth and Development 21st Century Capacities Matrix Critical Thinking • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. MM.1.2		
Collaboration/Communication • Collective Intelligence: Students will be able to		

work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a

common objective. MM.3.1