



Kindergarten - Unit 1 - Building a Community of Readers and Writers

Unit Focus

In *Building a Community of Readers and Writers*, students begin building the foundational skills and habits needed to become confident readers and writers in kindergarten. Through engaging literacy experiences, students learn classroom routines, develop early phonics and phonological awareness skills, and begin to understand how sounds, letters, words, and books work together to create meaning. Students participate in shared reading, discussion, drawing, labeling, and early writing activities that encourage them to express ideas and communicate their thinking. This unit supports students in developing confidence, independence, and a strong sense of belonging within a caring literacy community.

Instruction is grounded in the Science of Reading, integrating systematic instruction in phonological awareness, phonics, vocabulary, fluency, comprehension, and early writing development to support the growth of confident, capable readers and writers. Students engage in structured literacy instruction through Heggerty, which provides daily practice in hearing, identifying, rhyming, blending, segmenting, and manipulating sounds in spoken words; Foundations, which provides explicit instruction in letter-sound relationships, handwriting, phonics, high-frequency words, and encoding; Bookworms, which supports vocabulary, background knowledge, comprehension, and oral language development through shared reading and interactive read-aloud experiences; and Geodes, which provides connected-text practice that allows students to apply taught phonics skills while building fluency and confidence.

Students engage with high-quality texts that build knowledge, vocabulary, and comprehension while supporting close reading of grade-level standards, including *Howard B. Wigglebottom Learns to Listen* by Howard Brikow, *Read It, Don't Eat It* by Ian Schoenherr, *Waiting Is Not Easy* by Mo Willems, *Bears Make the Best Reading Buddies* by Carmen Oliver, *Bears Make the Best Writing Buddies* by Carmen Oliver, *The Very Hungry Caterpillar* by Eric Carle, *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams, *Chalk* by Bill Thompson, *Wave* by Susie Lee, *Chrysanthemum* by Kevin Henkes, *The Family Book* by Todd Parr, *How Rocket Learned to Read* by Tad Hills, and *Miss Bindergarten Gets Ready for Kindergarten* by Joseph Slate.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: K <ul style="list-style-type: none">Ask and answer questions about unknown words in a text. (CCSS.ELA-LITERATURE.RL.K.4)Actively engage in group reading activities with purpose and understanding. (CCSS.ELA-LITERATURE.RL.K.10)Read emergent-reader texts with purpose and understanding. (CCSS.ELALITERACY.RF.K.4)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. (CCSS.ELA-LITERATURE.W.K.3)Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS.ELALITERATURE.SL.K.5)Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELALITERACY.L.K.6)	<i>Students will be able to independently use their learning to...</i> T1 Identify symbols and print concepts to recognize sounds associated with letters. T2 Listen, exchange, evaluate, and build upon ideas.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Knowledge of print concepts, including letters, words, spacing, and sentence structure, supports meaning-making from text. U2 Listening for, segmenting, and blending sounds strengthens decoding and spelling. U3 Monitoring understanding and applying strategies when meaning breaks down supports successful comprehension.	<i>Students will keep considering...</i> Q1 How can knowing concepts of print help me to become a better reader? Q2 How do I use what I know about sounds, letters, and patterns to read this text? Q3 What clues in the text and my background knowledge help me understand what I read?

Stage 1: Desired Results - Key Understandings

- Follow words from left to right, top to bottom, and page by page. (CCSS.ELALITERACY.RF.K.1.A)
- Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS.ELALITERACY.RF.K.1.B)
- Understand that words are separated by spaces in print. (CCSS.ELA-LITERACY.RF.K.1.C)
- Recognize and name all upper- and lowercase letters of the alphabet. (CCSS.ELA-LITERACY.RF.K.1.D)
- Recognize and produce rhyming words. (CCSS.ELA-LITERACY.RF.K.2.A)
- Count, pronounce, blend, and segment syllables in spoken words. (CCSS.ELALITERACY.RF.K.2.B)
- Blend and segment onsets and rimes of single-syllable spoken words. (CCSS.ELALITERACY.RF.K.2.C)
- 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)
- 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)
- 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)
- 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)
- Continue a conversation through multiple exchanges. (CCSS.ELA-LITERACY.SL.K.1.B)
- Print many upper- and lowercase letters. (CCSS.ELA-LITERACY.L.K.1.A)
- Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS.ELA-LITERACY.L.K.2.C)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS.ELA-LITERACY.L.K.2.D)
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (CCSS.ELA-LITERACY.L.K.4.A)
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (CCSS.ELA-LITERACY.L.K.4.B)

Madison Public Schools Profile of a Graduate

- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

U4 Applying knowledge of new vocabulary deepens understanding of text.
U5 Writers make deliberate choices to communicate meaning clearly, using conventions, process, and evidence as they develop as authors.
U6 Listening for and manipulating sounds in spoken words supports understanding of how sounds connect to print.

Q4 What tools can I use when I get stuck on a word or don't understand something I read?
Q5 How do I develop and refine my ideas to communicate them clearly?
Q6 How can I use new words I learn to understand what I read?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Books have parts (cover, title, pages) and that letters and words work together to create stories.
K2 Choosing books that match interests makes reading enjoyable and meaningful.
K3 Talking about and reading books with others helps them understand new words and ideas.
K4 Using phonics and word analysis strategies helps decode unfamiliar words.
K5 Practicing vocabulary words builds understanding of text.
K6 Writers use written language (letters, words, sentences) and sometimes images to represent and communicate meaning to readers.
K7 Foundations & Heggerty:

- Letter-Keyword sound or consonants
- Letter-Keyword sound for short vowels
- Letter Formation for lowercase letters
- Sound recognition: consonants and short vowels
- Print and word awareness
- Recognizing and producing rhyming words
- Phonemic awareness: initial and final sounds
- Segmenting words into syllables
- Identifying how many words make up a sentence

Skill(s)

Students will be skilled at...
S1 Knowing a letter vs. a word, knowing that spaces between words help readers, and that sentences are made up of words.
S2 Choosing a book by looking at the cover and pages.
S3 Listening to, reading, and discussing books with peers and adults, including asking and answering questions about unfamiliar words to deepen understanding.
S4 Identifying how many words make up a sentence.
S5 Using new vocabulary words in discussion or writing.
S6 Writing and drawing about what they know.