Kindergarten - Unit 2 - Using Patterns to Read the World

Unit Focus

In *Using Patterns to Read the World*, students explore how patterns in language and text help readers predict, decode, and understand stories. Through repeated and predictable texts, students learn to recognize rhymes, repetition, sequencing, and familiar language structures that support early reading development. As students transition from memorizing text to applying phonics skills for decoding, they build confidence and fluency while strengthening comprehension. This unit encourages students to notice patterns in both spoken and written language and understand how authors use predictable structures to help readers make meaning.

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; Fundations, 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 *Is Your Mama a Llama* by Debrorah Guarino, *Brown Bear, Brown Bear What Do You Hear?* by Eric Carle, *Rosie's Walk* by Pat Hutchins, *I Went Walking* by Sue Williams, *We're Going on a Bear Hunt* by Michael Rosen. *That's Good, That's Bad!* by Margery Cuyler, *Go Away, Big Green Monster!* by Ed Emberley, *There Was A Cold Lady Who Swallowed Some Snow!* by Lucille Colandro, *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle, and *Are You My Mother* by PD Eastman.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: K

- With prompting and support, ask and answer questions about key details in a text. (CCSS.ELA-LITERATURE.RL.K.1)
- With prompting and support, retell familiar stories, including key details. (CCSS.ELALITERATURE.RL.K.2)
- With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-LITERATURE.RL.K.3)
- Ask and answer questions about unknown words in a text. (CCSS.ELALITERATURE.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

Transfer

Students will be able to independently use their learning to...
T1 Identify symbols and print concepts to recognize sounds associated with letters.
T2 Listen, exchange, evaluate, and build upon ideas.
T3 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.

Meaning

Understanding(s)

Students will understand that...
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.

Essential Question(s)

Students will keep considering...
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?

Stage 1: Desired Results - Key Understandings

occurred, and provide a reaction to what happened. (CCSS.ELA-LITERATURE.W.K.3)

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELALITERACY.L.K.6)
- 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)
- 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)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS.ELALITERACY.RF.K.2.E)
- 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.ELALITERACY.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) 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)
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS.ELA-LITERACY.L.K.1.C)
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS.ELA-LITERACY.L.K.1.E)
- Produce and expand complete sentences in shared language activities. (CCSS.ELALITERACY.L.K.1.F)

U3 Monitoring understanding and applying strategies when meaning breaks down supports successful comprehension.
U4 Applying knowledge of new vocabulary deepens understanding of text.
U5 Stories often have patterns of events that help readers make sense of what happens.
U6 Writers make choices to communicate meaning clearly, using conventions, process, and evidence as they develop as authors.

Q3 What clues in the text and my background knowledge help me understand what I read?
Q4 How can I use new words I learn to understand what I read?
Q5 What can we notice about the patterns in stories?
Q6 How do I develop and refine my ideas to communicate them clearly?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Print is read from left to right and top to bottom on a page and they understand that each word spoken corresponds to one written word. **K2** Decoding is blending individual letter sounds to read and recognizing common letter combinations and their sounds. **K3** A sight word is a word that a reader recognizes instantly and effortlessly without having to sound it out. **K4** Phonics is the relationship between letters and their sounds, and the rules and patterns are used to decode and encode unfamiliar words. **K5** Stories have events that can change. **K6** Listening carefully and watching for patterns helps readers understand what happens in a story. **K7** Writers use written language (letters, words, sentences) and sometimes images to represent and communicate meaning to readers. **K8** Fundations & Heggerty: • Letter-Keyword sound or consonants Letter-Keyword sound for short vowels	*Students will be skilled at...* **S1** Using concepts of print to follow print from left to right and top to bottom while reading emergent texts with purpose and understanding. **S2** Using 1-1 correspondence. **S3** Using the letters and sounds to decode and encode simple words. **S4** Recognizing and writing common sight words. **S5** Printing and word awareness. **S6** Segmenting words into oral sentences. **S7** Phonemic awareness skills - blending, segmenting, and manipulation of sounds. **S8** Noticing patterns in how events change. **S9** Writing a book with repeated language.

Stage 1: Desired Results - Key Understandings

• 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** • Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) • Product Creation: Effectively use a medium to communicate important information. (POG.3.2) • Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)	• Letter Formation for lowercase letters • Sound recognition: consonants and short vowels • Recognizing and producing rhyming words • Phonemic awareness: initial and final sounds • Segmenting words into syllables • Segmenting words into oral sentences • Phonemic awareness skills - blending, segmenting, and manipulation of sounds	