# Kindergarten - Unit 3 - Reading & Writing about Friends

## Unit Focus

In *Reading and Writing about Friends*, students explore stories about friendship, emotions, and character relationships to deepen their understanding of how characters think, feel, and interact with others. Through engaging read-alouds and discussions, students learn to analyze characters' actions, words, and feelings while making connections to their own experiences and relationships. Students also begin to understand story structure by identifying characters, setting, problems, and solutions within narrative texts. As they develop their own stories, students learn how writers use details, events, and emotions to communicate meaningful experiences and ideas.

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 *Should I Share My Ice Cream?* by Mo Willems, *All About Polar Bears* by Edventure Learning, *Polar Bears - National Geographic* by Laura Marsh, *Pete the Cat and His Magic Sunglasses* by James Dean, *Happy Birthday Tacky!* by Helen Lester, *Pete the Cat: Valentine's Day is Cool* by James Dean, *We Are In A Book!* by Mo Willems, *My New Friend Is So Fun!* by Mo Willems, *Tacky and the Winter Games* by Helen Lester, *Tacky the Emperor* by Helen Lester, *My Friend Is So Sad* by Mo Willems, *I Will Surprise My Friend!* by Mo Willems, *Tacky by Helen Lester, Ahoy There Little Polar Bear* by Hans De Barr, and *Bunny Cakes* by Rosemary Wells.

## 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, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS.ELALITERATURE.RL.K.9)
- 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)

### 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** Understanding a character's actions, thoughts, feelings, and experiences helps build meaning and deepen comprehension of a text.
**U2** Knowledge of print concepts, including letters, words, spacing, and sentence structure, supports meaning-making from text.

#### Essential Question(s)

*Students will keep considering...*
**Q1** How do we learn what characters are like on the outside and on the inside?
**Q2** How can knowing concepts of print help me to become a better reader?

## Stage 1: Desired Results - Key Understandings

- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELALITERATURE.W.8)
- 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)
- 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)
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS.ELA-LITERACY.RF.K. 3.D)
- 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)
- Use frequently occurring nouns and verbs. (CCSS.ELA-LITERACY.L.K.1.B)
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS.ELA-LITERACY.L.K.1.C)
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS.ELA-LITERACY.L.K. 1.D)

**U3** Listening for, segmenting, and blending sounds strengthens decoding, encoding, and spelling skills.
**U4** Monitoring understanding and applying strategies when meaning breaks down supports successful comprehension.
**U5** Readers can deepen their knowledge of new vocabulary to better understand the text.
**U6** Writers make choices to communicate meaning clearly, using conventions, process, and evidence as they develop as authors.

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

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*
**K1** Readers make connections to the way characters feel and the things they do.
**K2** Characters show different feelings.
**K3** Readers notice what characters do and what they say.
**K4** Capitals are used for the first word of a sentence and when using the pronoun I.
**K5** Writers use written language (letters, words, sentences) and sometimes images to represent and communicate meaning to readers.
**K6** Writers plan out their stories.
**K7** Fundations & Heggerty:

- Phonemic awareness skills - blending, segmenting, and manipulation of sounds.
- Alphabetical order
- Upper and lowercase letter formation
- Blending sounds in nonsense CVC words
- Segmenting and spelling three sound short vowel words
- Distinguish long and short vowel sounds
- High Frequency Words

#### Skill(s)

*Students will be skilled at...*
**S1** Making connections to feelings and actions.
**S2** Identifying character feelings.
**S3** Making inferences based on character actions, thoughts and dialogue.
**S4** Using capital for the beginning of sentences and when using the pronoun I.
**S5** Writing complete sentences.
**S6** Touching and telling a story to plan for writing.
**S7** Including who, where, what, and a feeling in their writing.
**S8** Adding detail to words and pictures.

| Stage 1: Desired Results - Key Understandings | | |
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| • 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)<br>• Produce and expand complete sentences in shared language activities. (CCSS.ELALITERACY.L.K.1.F)<br>• Capitalize the first word in a sentence and the pronoun I (CCSS.ELA-LITERACY.L.K.2.A)<br>• Recognize and name end punctuation. (CCSS.ELA-LITERACY.L.K.2.B)<br>• Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS.ELA-LITERACY.L.K.2.C)<br>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS.ELA-LITERACY.L.K.2.D)<br>• 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)<br>• 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)<br>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS.ELA-LITERACY.L.K.5.B)<br><br>**Madison Public Schools Profile of a Graduate**<br>• Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)<br>• Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1) | | |