



Kindergarten - Unit 5 - Extra, Extra, Read All About It! - Reading and Writing With Voice!

Unit Focus

In *Extra, Extra Read All About It! Reading and Writing With Voice*, students explore poetry, descriptive language, and opinion writing as they learn how words can express ideas, feelings, and imagination. Through reading and discussing a variety of poems and mentor texts, students discover how authors use rhythm, sensory details, similes, and vivid word choice to create meaning and engage readers. Students experiment with different forms of poetry while developing confidence in their own unique voices as writers. As the unit progresses into opinion and persuasive writing, students learn to clearly express their thoughts, support their ideas with reasons, and communicate their opinions in creative and meaningful ways.

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 *Duck! Rabbit!* by Amy Krouse, *Not a Stick and Not a Box* by Antoinette Portis, *I Wanna New Room and I Wanna Iguana* by Karen Kaufman Orloff and David Catrow, *Shout! Little Poems that Roar* by Brod Bagert and Sachiko Yoshikawa, *Quick as a Cricket* by Audrey Wood and Don Wood, *Crazy Like a Fox: A Simile Story* by Loreen Leedy, *My Dog Is As Smelly As Dirty Socks: And Other Funny Family Portraits* by Hanoch Piven, *Doodle Dandies* by J. Patrick Lewis and Lisa Desimini, *Hail Stones and Halibut Bones* by Mary O'Neill and John Wallner, *How to Write a Poem* by Kwame Alexander, *Can I Be Your Dog?* by Troy Cummings, and *Rap A Tap Tap* by Leo and Diane Dillan.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: K <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) Ask and answer questions about unknown words in a text. (CCSS.ELALITERATURE.RL.K.4) Recognize common types of texts (e.g., storybooks, poems). (CCSS.ELALITERATURE.RL.K.5) 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 compose opinion pieces in which they tell a reader the topic or the name of the book they are 	<i>Students will be able to independently use their learning to...</i> T1 Present information and ideas using appropriate grammar, spelling, and vocabulary to convey the message. T2 Identify symbols and print concepts to recognize sounds associated with letters. T3 Listen, exchange, evaluate, and build upon ideas.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Poems use rhythm, words, and images to help readers understand ideas and feelings. U2 Listening for, segmenting, and blending sounds strengthens decoding and spelling.	<i>Students will keep considering...</i> Q1 How do poems sound and feel when we read them?

Stage 1: Desired Results - Key Understandings

<p>writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (CCSS.ELA-LITERATURE.W.K.1)</p> <ul style="list-style-type: none"> • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS.ELA-LITERATURE.W.5) • Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELALITERATURE.SL.K.6) • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELALITERACY.L.K.6) • 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-vowelconsonant, 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) 	<p>U3 Monitoring understanding and applying strategies when meaning breaks down supports successful comprehension.</p> <p>U4 Applying knowledge of new vocabulary deepens understanding of text.</p> <p>U5 Writers make choices to communicate meaning clearly, using conventions, process, and evidence as they develop as authors.</p>	<p>Q2 How do I use what I know about sounds, letters, and patterns to read this text?</p> <p>Q3 What clues in the text and my background knowledge help me understand what I read?</p> <p>Q4 How can I use new words I learn to understand what I read?</p> <p>Q5 How do I develop and refine my ideas to communicate them clearly?</p>
Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 There are different types of poems including shape poems, feeling poems, color poems, simile poems, etc.</p> <p>K2 Poems use rhythm, sounds, and words to express ideas and feelings.</p> <p>K3 Readers use their five senses and imagination to understand and visualize what they read.</p> <p>K4 Writers can use adjectives, verbs, their five senses, and real experiences to create poetry.</p> <p>K5 Readers recommend books by sharing the title, author, important parts, and their opinion about the book.</p> <p>K6 Speakers use clear voices, complete sentences, and expression when sharing ideas.</p> <p>K7 A fact tells something true and an opinion tells what someone thinks or feels.</p> <p>K8 Writers communicate with a written letter.</p> <p>K9 Writers back up their opinion with reasons.</p> <p>K10 Capitals are used at the beginning of a sentence, when using a name, and when using the pronoun I.</p> <p>K11 Punctuation is used at the end of sentences.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Reading and writing different types of poems.</p> <p>S2 Using patterns or structures to write poems.</p> <p>S3 Reading poems aloud with expression, rhythm, and repeated practice.</p> <p>S4 Using descriptive words and senses to create poems.</p> <p>S5 Understanding the difference between a fact and an opinion.</p> <p>S6 Writing a letter.</p> <p>S7 Stating an opinion and supporting it with a reason.</p> <p>S8 Recommending a book to a classmate by having a book talk.</p> <p>S9 Editing their work for capitalization and punctuation.</p> <p>S10 Applying phonics skills to read and write words.</p>

Stage 1: Desired Results - Key Understandings

- 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.ELA-LITERACY.L.K.1.F)
- Capitalize the first word in a sentence and the pronoun I (CCSS.ELA-LITERACY.L.K.2.A)
- Recognize and name end punctuation. (CCSS.ELA-LITERACY.L.K.2.B)
- 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

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K12 Foundations & Heggerty:

- Reading and Writing CCVC and CCVC Words
- Sentence Awareness
- Sentence Structure
- Trick Words
- Blending Three or four Phonemes
- Medial Phoneme Isolation
- Segmenting Words into Three or Four Phonemes
- Add Final Phonemes
- Deleting Final Phonemes
- Substituting Final and Medial(Vowel) Phoneme