Kindergarten - Unit 4 - Informational Reading and Writing

Unit Focus

In the unit, *Informational Reading and Writing*, students build knowledge about animals and the natural world through informational texts and hands-on literacy experiences. Students learn how nonfiction texts teach readers about real topics by using text features, facts, labels, and specialized vocabulary. As they investigate animal characteristics, habitats, and adaptations, students develop curiosity and begin to think like researchers and experts. This unit also supports students in using reading, discussion, drawing, and writing to share information clearly and teach others about topics they have studied.

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 The Too Cute Series including *Baby Rabbits, Baby Kangaroos, Baby Tigers, Baby Elephants, and Baby Dogs*; The Blast Off Beginner Series includes *Dogs, Birds, Fish, Hamsters, Baby Cats, and Guinea Pigs*; *How to Make Bubbles* by Erika L. Shores, *How to Draw Animals* by Sophia Elizabeth, *The Big Fun Cookbook* by Food Network, *National Geographic Little First Book of Animals* by Catherine Hughes, *What Do You Do With a Tail Like This?* by Steve Jenkins, *Hedge Hogs* by Mary Quattlebaum, *Penguins* by Kate Riggs, and *Tarra and Bella: The Elephant and Dog Who Became Friends* by Carol Buckley.

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-LITERACY.RI.K.1)
- With prompting and support, identify the main topic and retell key details of a text. (CCSS.ELA-LITERACY.RI.K.2)
- With prompting and support, ask and answer questions about unknown words in a text. (CCSS.ELA-LITERACY.RI.K.4)
- Identify the front cover, back cover, and title page of a book. (CCSS.ELALITERACY.RI.K.5)
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS.ELA-LITERACY.RI.K.9)
- Actively engage in group reading activities with purpose and understanding. (CCSS.ELA-LITERACY.RI.K.10)
- Read emergent-reader texts with purpose and understanding. (CCSS.ELALITERACY.RF.K.4)

Transfer

Students will be able to independently use their learning to...
T1 Identify symbols and print concepts to recognize sounds associated with letters.
T2 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)	Essential Question(s)
Students will understand that... **U1** Nonfiction books teach us real information about the world by sharing a main topic, details, and helpful text features. **U2** Readers use their understanding of print concepts (letters, words, spacing, and sentence parts) to make meaning from text.	*Students will keep considering...* **Q1** How can we use nonfiction books to learn new facts about a topic? **Q2** How can knowing concepts of print help me to become a better reader? **Q3** How do I use what I know about sounds, letters, and patterns to read this text?

Stage 1: Desired Results - Key Understandings

- Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS.ELA-LITERATURE.W.K.2)
- 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)
- 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)
- 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)

U3 Listening for, segmenting, and blending sounds strengthens decoding and spelling.
U4 Readers monitor their comprehension and adjust when something doesn't make sense.
U5 Applying knowledge of new vocabulary deepens understanding of text.
U6 Writers make choices to communicate meaning clearly, using conventions, process, and evidence as they develop as authors.

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	Skill(s)
Students will know... **K1** Books have a main topic (big idea) and details that teach about that topic. **K2** Text features help readers learn (photographs, headings, table of contents, bold words, glossary). **K3** Reading multiple books on the same topic helps deepen understanding. **K4** Readers can learn new facts from informational texts. **K5** Capitals are used at the beginning of sentences, when writing names, and when writing the pronoun I. **K6** Sentences have a naming and a telling part to be complete. **K7** Fundations & Heggerty: • Blend sounds in nonsense CVC words with and without digraphs. • Segment and spell three-sound short vowel words. • Distinguish long and short vowel sounds. • Consonant digraph keywords and sounds: wh, ch, sh, th, ck. • Spelling of ck at the end of words. • Phonemic awareness skills: blending, segmenting, and manipulation of sounds.	*Students will be skilled at...* **S1** Finding the big idea of nonfiction books. **S2** Using text features to learn about a topic. **S3** Identifying what is the same and different about two texts about the same topic. **S4** Naming new facts learned from a nonfiction book. **S5** Using capitals at the beginning of a sentence, a name, and the pronoun I. **S6** Writing complete sentences.

Stage 1: Desired Results - Key Understandings

• 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) • 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) • 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.ELALITERACY.L.K.4.B) • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS.ELA-LITERACY.L.K.5.A) • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS.ELA-LITERACY.L.K.5.B) • Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS.ELALITERACY.L.K.5.C) • 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) **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)		