

## Unit Focus

Beginning readers are learning how print works and gaining an understanding the relationship between sounds and letters. They are learning to look left to right across words and one line of print. They are learning to search for and use information from pictures and to use simple language to help them learn about print. They differentiate print from pictures, begin to notice the distinctive features of letters, and begin attaching names to them. They are learning to read one line sentences with simple words about familiar topics. They are learning how to match one spoken word with one word in print. They use what they know to begin to self-monitor reading. Reading and rereading these very simple texts will help them gain control of ways to look at and work with print. Students will learn to use pictures to begin thinking along with authors. They will learn how you look and think closely about the pictures and predict what the author might be teaching you about in the book. Students will practice 1 to 1 correspondence and will practice getting their mouth ready to say the first sound as they read patterned big books and poems. Students will take part in small group guided reading instruction so they can access goal and strategy based instruction that is tailored to their just right levels. During this unit, reading partnerships are created for buddy reading, acting out, and other literacy destinations in the classroom.

**Reading Skills:** CAP skills, solving tricky words

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: K</i></p> <ul style="list-style-type: none"> <li>• Reading Literature               <ul style="list-style-type: none"> <li>○ With prompting and support, ask and answer questions about key details in a text. (CCSS.ELA-LITERATURE.RL.K.1)</li> <li>○ With prompting and support, retell familiar stories, including key details. (CCSS.ELA-LITERATURE.RL.K.2)</li> <li>○ With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (CCSS.ELA-LITERATURE.RL.K.7)</li> </ul> </li> <li>• Reading: Informational Text               <ul style="list-style-type: none"> <li>○ Actively engage in group reading activities with purpose and understanding. (CCSS.ELA-LITERACY.RI.K.10)</li> </ul> </li> <li>• Demonstrate understanding of the organization and</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Actively listen to adults and peers; (reflection)</p> <p>T2 Follow classroom and school routines with increasing safety and independence; (analyzing, reflection)</p> <p>T3 Maintain stamina and joy for reading for extended periods;(reflection)</p> <p>T4 Comprehend and engage with a variety of texts in order to become independent, critical thinkers. (analyzing)</p> <p>T5 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>T6 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers are active, reflective problem solvers.</p> <p>U2 Readers use strategies to solve problems.</p> <p>U3 Readers use their voices to express the author's meaning.</p> <p>U4 Theme: Readers look for changes in a pattern to interpret the author's message and purpose.</p> <p>U5 Language is comprised of spoken words, syllables and sounds.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do readers solve problems?</p> <p>Q2 Why do patterns help readers?</p> <p>Q3 How do readers rehearse and read so it sounds like a story?</p> <p>Q4 How does the alphabet chart help you notice sounds in words?</p> <p>Q5 How do snap words help us read and write?</p>	

## Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>basic features of print. (CCSS.ELA-LITERACY.RF.K.1)</p> <ul style="list-style-type: none"> <li>○ Follow words from left to right, top to bottom, and page by page. (CCSS.ELA-LITERACY.RF.K.1.A)</li> </ul> <ul style="list-style-type: none"> <li>● Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS.ELA-LITERACY.RF.K.2)           <ul style="list-style-type: none"> <li>○ Recognize and produce rhyming words. (CCSS.ELA-LITERACY.RF.K.2.A)</li> <li>○ Count, pronounce, blend, and segment syllables in spoken words. (CCSS.ELA-LITERACY.RF.K.2.B)</li> <li>○ Blend and segment onsets and rimes of single-syllable spoken words. (CCSS.ELA-LITERACY.RF.K.2.C)</li> <li>○ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.) (CCSS.ELA-LITERACY.RF.K.2.D)</li> <li>○ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS.ELA-LITERACY.RF.K.2.E)</li> </ul> </li> <li>● Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.K.3)           <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ 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)</li> <li>○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS.ELA-LITERACY.RF.K.3.D)</li> </ul> </li> <li>● Fluency (CCSS.ELA-LITERACY.RF.K.4)           <ul style="list-style-type: none"> <li>○ Read emergent-reader texts with purpose and understanding. (CCSS.ELA-LITERACY.RF.K.4)</li> </ul> </li> <li>● Speaking &amp; Listening</li> </ul>	<p><i>Students will know...</i></p> <p>K1 Many books have patterns that help readers figure out what comes next.</p> <p>K2 Vocabulary: Rhyme, pattern, seesaw pattern, repeat, tricky ending, surprise ending, twist, reread, first letter sound, picture, capitalization, snap words, alphabet, chart, uppercase, lowercase, left-to-right, spaces, return sweep, print, word</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Choosing a just-right book</p> <p>S2 Identifying the main idea of a book.</p> <p>S3 Using initial letter sounds and pictures to decode;</p> <p>S4 Using concepts of print to follow print sequentially.</p> <p>S5 Using 1:1 correspondence;</p> <p>S6 Generating rhymes;</p> <p>S7 Identifying rhymes;</p> <p>S8 Recognizing common sight words I, the, like, is, can, a, am, see, look, like, go;</p> <p>S9 Capitalize the first word of a sentence and the word I.</p> <p>S10 Count, produce, blend and segment syllables in spoken words.</p> <p>S11 Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>S12 Isolate and pronounce the initial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>S13 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>S14 Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>

## Stage 1: Desired Results - Key Understandings

- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS.ELA-LITERATURE.SL.K.2)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS.ELA-LITERATURE.SL.K.3)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.K.2)
  - Capitalize the first word in a sentence and the pronoun I (CCSS.ELA-LITERACY.L.K.2.A)

### Student Growth and Development 21st Century Capacities Matrix

#### *Critical Thinking*

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*

#### *Self-Direction*

- Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). *MM.4.1*