Kindergarten - Unit 4 Reading - Every Author is a Teacher

Unit Focus

Kindergarteners have a natural wonder for nonfiction reading and writing. In this unit, students will learn that every author can be a teacher and that readers are always learning from writers. Students will learn about nonfiction books through the lens of noticing and questioning. Readers will learn to ask and answer questions like: What is this book mostly about? What did it teach me? What can I teach others because I read this book? How is this book the same and different from other books about this topic? Readers will also learn who, what, where, why, when and how questions as they go on journeys with authors to learn all about topics, places, people, animals and how to do many things. These questions will help readers talk and write about their learning.

Readers will be encouraged to read with their eyes and use their fingers at the point of difficulty as they use the picture and reread to problem solve. As students progress as readers they will learn more about how dialogue is connected to characters and how to use punctuation to understand what a character is saying and how they are saying it. As support for the text begins to lessen, readers will need to think more about what makes sense in the story and use phonics to problem solve. A high volume of reading continues to be the most important element of the reader's workshop.

Reading Skills: Predicting, Summarizing

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer

Common Core
 English Language Arts: K
 	
 • Reading: Informational Text
     o With prompting and support, ask and answer questions about key details in a text. *(CCSS.ELA-LITERACY.RI.K.1)*
     o With prompting and support, identify the main topic and retell key details of a text. *(CCSS.ELA-LITERACY.RI.K.2)*
     o With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. *(CCSS.ELA-LITERACY.RI.K.3)*
     o With prompting and support, ask and answer questions about unknown words in a text. *(CCSS.ELA-LITERACY.RI.K.4)*
     o Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *(CCSS.ELA-LITERACY.RI.K.6)*
     o With prompting and support, describe the relationship between illustrations and the text in which they appear
	Students will be able to independently use their learning to...
	 T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers (decision making)
	 T2 ask and answer questions before during and after reading a text in order to comprehend an author's message. (synthesizing)
	 T3 Use strategies to comprehend increasingly complex texts.
	 T4 Demonstrate understanding of spoken words, syllables and sounds (phonemes).
	 T5 Recognize and uses snap words in reading and writing.
	 T6 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Meaning	
Understanding(s)	**Essential Question(s)**
Students will understand that... U1 Readers use many strategies to figure out the author's message. U2 Readers learn about the world from authors.	*Students will keep considering...* Q1 Where do I find and read information to help me learn? Pictures? Features? Text? Q2 Why read lots of texts about a topic? Do the authors agree? Disagree?

(e.g., what person, place, thing, or idea in the text an illustration depicts). *(CCSS.ELA-LITERACY.RI.K.7)*
- o With prompting and support, identify the reasons an author gives to support points in a text. *(CCSS.ELA-LITERACY.RI.K.8)*
- o 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)*
- Demonstrate understanding of the organization and basic features of print. *(CCSS.ELA-LITERACY.RF.K.1)*
  - o Follow words from left to right, top to bottom, and page by page. *(CCSS.ELA-LITERACY.RF.K.1.A)*
  - o Recognize that spoken words are represented in written language by specific sequences of letters. *(CCSS.ELA-LITERACY.RF.K.1.B)*
  - o Understand that words are separated by spaces in print. *(CCSS.ELA-LITERACY.RF.K.1.C)*
  - o Recognize and name all upper- and lowercase letters of the alphabet. *(CCSS.ELA-LITERACY.RF.K.1.D)*
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *(CCSS.ELA-LITERACY.RF.K.2)*
  - o Recognize and produce rhyming words. *(CCSS.ELA-LITERACY.RF.K.2.A)*
  - o Count, pronounce, blend, and segment syllables in spoken words. *(CCSS.ELA-LITERACY.RF.K.2.B)*
  - o Blend and segment onsets and rimes of single-syllable spoken words. *(CCSS.ELA-LITERACY.RF.K.2.C)*
  - o 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)*
  - o Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *(CCSS.ELA-LITERACY.RF.K.2.E)*
- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.K.3)*
  - o 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-*

U3   Readers compare books about the same topic to learn more.
U4   Readers take a learning stance when reading informational texts.
U5   Use letter sound knowledge to read and spell.
U6   Identify and use snap words with automaticity.
U7   Readers and writers understand that there is a vowel in every word.
U8   Readers understand that vowels make short and long sounds.

Q3   What makes informational reading fun and interesting?
Q4   Theme: What is this text mostly about?
Q5   How do vowels help us hear all the sounds in the word?
Q6   How do snap words help us read and write?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... K1 How to identify nonfiction features K2 Content Vocabulary: Fiction, nonfiction, main idea, detail, informational, photo, diagram, label, caption, table of contents, glossary, index, heading, title, how-to, procedure, fact, opinion, RAN Chart, steps, warning, schema, question, who, what, where, why, when, how, capitalization, consonant, vowel, short vowel, long vowel, initial sound, final sound, digraph, uppercase, lowercase, word families, snap word,	*Students will be skilled at...* S1 Identifying the main ideas and details in an informational text. S2 Reading pictures closely. S3 Using headings and pictures to predict the main idea in a section. S4 Identifying what is the same about two texts on the same topic. S5 Identifying what is different about two texts on the same topic. S6 Capitalize the first word of a sentence and the word I. S7 Identify short and long vowel sounds in words. S8 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/.) S9 Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

LITERACY.RF.K.3.A)
- o Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *(CCSS.ELA-LITERACY.RF.K.3.B)*
- o 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)*
- o Distinguish between similarly spelled words by identifying the sounds of the letters that differ. *(CCSS.ELA-LITERACY.RF.K.3.D)*
- Speaking & Listening
  - o 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)*
  - o 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
- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. *MM.1.3*

Self-Direction
- Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context. *MM.4.3*