

# Kindergarten - Unit 5 Reading - Growing Opinions about Books and Life

## Unit Focus

This final unit of study launches readers into summer reading joyfully with enthusiasm and opinions about what they like about books. Strategy groups will provide instruction that gives readers an opportunity to grow their skills.

Readers will analyze why they like or dislike books, characters or topics. They'll look at craft and features closely and listen to their classmates' ideas as they gather up titles to add to their own "I want to read lists."

**Reading Skill:** Inferring, Critiquing

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Common Core</b> <i>English Language Arts: K</i>  <ul style="list-style-type: none"> <li>Reading Literature <ul style="list-style-type: none"> <li>With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-LITERATURE.RL.K.3)</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> <li>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS.ELA-LITERATURE.RL.K.9)</li> </ul> </li> <li>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS.ELA-LITERACY.RF.K.2) <ul style="list-style-type: none"> <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-</li> </ul> </li> </ul>	<i>Students will be able to independently use their learning to...</i> T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers (analyzing) T2 Identify and critique the merit and purpose of a text, citing craft, and structure to support their opinions.(analyzing) T3 Talk about read texts using both text evidence and schema to interpret author's message.(collective intelligence, analyzing) T4 Recognizes and uses snap words in reading and writing. T5 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers read a wide variety of texts to broaden their perspective and understanding. U2 Readers notice the craft and structure authors use to inspire their own writing. U3 Readers don't just believe what they read or hear, they look for evidence to prove ideas. U4 Use letter sound knowledge to read and spell. U5 Identify and use snap words with automaticity. U6 Readers understand they have to slowly stretch out each sound to hear blends.	<i>Students will keep considering...</i> Q1 What is this author trying to make me think or feel? Do I believe it? Q2 What do I think about this book? How can I prove my opinion? Q3 What parts of the text will help me prove or change my opinion? Q4 How do word parts help us read and spell longer words? Q5 How can you use rhymes and "word parts" to help you write and read poems that sound right and make sense?

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<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li><i>LITERACY.RF.K.2.C)</i></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/.) (<i>CCSS.ELA-LITERACY.RF.K.2.D)</i></li> <li>○ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (<i>CCSS.ELA-LITERACY.RF.K.2.E)</i></li> </ul> </li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. (<i>CCSS.ELA-LITERACY.RF.K.3)</i> <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. (<i>CCSS.ELA-LITERACY.RF.K.3.A)</i></li> <li>○ Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (<i>CCSS.ELA-LITERACY.RF.K.3.B)</i></li> <li>○ Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (<i>CCSS.ELA-LITERACY.RF.K.3.C)</i></li> <li>○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (<i>CCSS.ELA-LITERACY.RF.K.3.D)</i></li> </ul> </li> <li>• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (<i>CCSS.ELA-LITERATURE.SL.K.1)</i> <ul style="list-style-type: none"> <li>○ Continue a conversation through multiple exchanges. (<i>CCSS.ELA-LITERACY.SL.K.1.B)</i></li> </ul> </li> <li>• Speaking &amp; Listening           <ul style="list-style-type: none"> <li>○ 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. (<i>CCSS.ELA-LITERATURE.SL.K.2)</i></li> <li>○ Ask and answer questions in order to seek</li> </ul> </li> </ul>	<p>U7 Readers and writers understand words are made of "word parts" and they rely on those parts to read and spell longer words.</p>	<p>Q6 Where can you find snap words in your reading and writing?</p> <p>Q7 How do blends and digraphs help you read and write?</p>
<b>Acquisition of Knowledge and Skill</b>		
	<b>Knowledge</b>	<b>Skill(s)</b>
	<p><i>Students will know...</i></p> <p>K1 Readers like books about things that are interesting.</p> <p>K2 Readers think and talk about what they like and dislike.</p> <p>K3 Readers use polite words and voices to agree, disagree and prove.</p> <p>K4 Vocabulary: Best, favorite, opinion, evidence, connection, fact, inference, actions, thoughts, feelings, body language, facial expression emotion, positive, negative, however, word part, poem, poetry, blends, digraphs, initial sound, middle sound, ending sound, onset, rhyme, vowels, short vowel, long vowel</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Reading with prosody that reflects comprehension.</p> <p>S2 Acting out scenes using text evidence.</p> <p>S3 Making inferences based on character thoughts, actions, and dialogue.</p> <p>S4 Making connections to the feelings of characters.</p> <p>S5 Identifying the most important event in a story.</p> <p>S6 Making predictions based on a picture walk.</p> <p>S7 Finding evidence to support an opinion.</p> <p>S8 Count, pronounce, blend, and segment syllables in spoken words.</p> <p>S9 Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>S10 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/.)</p> <p>S11 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>S12 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.</p> <p>S13 Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>S14 Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>S15 Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>

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<p>help, get information, or clarify something that is not understood. <i>(CCSS.ELA-LITERATURE.SL.K.3)</i></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults, explore word relationships and nuances in word meanings. <i>(CCSS.ELA-LITERACY.L.K.5)</i> <ul style="list-style-type: none"> <li>○ Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <i>(CCSS.ELA-LITERACY.L.K.5.D)</i></li> </ul> </li> <li>• Language           <ul style="list-style-type: none"> <li>○ Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <i>(CCSS.ELA-LITERACY.L.K.6)</i></li> </ul> </li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>• Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i></li> </ul> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>• Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <i>MM.3.1</i></li> </ul>		
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