



Kindergarten - Unit 2 - Using Patterns to Read the World

Unit Focus

This unit introduces readers and writers to the concept of patterns in text. Students learn to identify patterns in text as readers and learn to create their own pattern books. Students think about the big idea and identify it within class read alouds and independent leveled text. Students will learn to think about a big idea and patterns that will help them to create their own books. Students will continue to build upon their trick word knowledge by identifying known trick words within a text and thinking about how they help create patterns. They will then use these trick words, when creating their own books. Students will learn about tricky/surprise endings as well as seesaw patterns.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: K<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">With prompting and support, ask and answer questions about key details in a text. (CCSS.ELA-LITERATURE.RL.K.1)Ask and answer questions about unknown words in a text. (CCSS.ELA-LITERATURE.RL.K.4)Actively engage in group reading activities with purpose and understanding. (CCSS.ELA-LITERATURE.RL.K.10)Demonstrate understanding of the organization and basic features of print. (CCSS.ELA-LITERACY.RF.K.1)Follow words from left to right, top to bottom, and page by page. (CCSS.ELA-LITERACY.RF.K.1.A)Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS.ELA-LITERACY.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)Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS.ELA-LITERACY.RF.K.2)Count, pronounce, blend, and segment syllables in spoken words. (CCSS.ELA-LITERACY.RF.K.2.B)Blend and segment onsets and rimes of single-syllable spoken words. (CCSS.ELA-LITERACY.RF.K.2.C)	<i>Students will be able to independently use their learning to...</i> T1 Choose and read across genres and texts for specific purposes. T2 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T3 Listen, exchange, evaluate, and build upon ideas. T4 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)
	<i>Students will understand that...</i> U1 Readers use appropriate strategies to construct meaning from texts. U2 Readers examine the connotative and figurative meaning of words to explore nuances in language across various genres and topics. U3 Readers apply knowledge of the organization and basic features of print. U4 Readers apply knowledge of spoken words, syllables, and sounds. U5 Readers apply knowledge of phonics and word analysis skills in decoding words. U6 Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting.	<i>Students will keep considering...</i> Q1 What's my strategy for reading this text? How do I know if it is working? Q2 What do good readers do? Q3 How do I figure out the meaning of unknown words/phrases/ concepts? Q4 Why do we have/need rules of language? Q5 Why am I writing? What is my purpose?

Stage 1: Desired Results - Key Understandings

- 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.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)
- 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.ELA-LITERACY.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)
- Fluency (CCSS.ELA-LITERACY.RF.K.4)
- Read emergent-reader texts with purpose and understanding. (CCSS.ELA-LITERACY.RF.K.4)
- Writing
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELA-LITERATURE.W.8)
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS.ELA-LITERATURE.SL.K.1)
- 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)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.K.1)
- Print many upper- and lowercase letters. (CCSS.ELA-LITERACY.L.K.1.A)
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS.ELA-LITERACY.L.K.1.C)
- 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)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.K.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Readers choose books they enjoy and can think about
- K2** Writers use all of their time writing in workshop
- K3** Readers and writers use phonics patterns and trick words to read and write
- K4** Vocabulary: 1-1 correspondence, sight words, consonants, short vowels, lowercase, rhyme, syllables, blending, segmenting

Skill(s)

Students will be skilled at...

- S1** Use the letters and sounds to decode and encode simple words.
- S2** Use concepts of print to follow print sequentially.
- S3** Use 1-1 correspondence
- S4** Recognize and write common sight words
- S5** Letter-Keyword sound or consonants
- S6** Letter-Keyword sound for short vowels
- S7** Letter Formation for lowercase letters
- S8** Sound recognition: consonants and short vowels
- S9** Print and word awareness
- S10** Recognize and produce rhyming words
- S11** Phonemic awareness: initial and final sounds
- S12** Segment words into syllables
- S13** Segment words into oral sentences
- S14** Phonemic awareness skills - blending, segmenting, and manipulation of sounds

Stage 1: Desired Results - Key Understandings

- 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)*
- With guidance and support from adults, explore word relationships and nuances in word meanings. *(CCSS.ELA-LITERACY.L.K.5)*
- 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)*
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). *(CCSS.ELA-LITERACY.L.K.5.C)*
- Language
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *(CCSS.ELA-LITERACY.L.K.6)*

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)*
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. *(POG.4.1)*