



Kindergarten - Unit 6 - Extra, Extra, Read All About It! - Reading and Writing With Voice!

Unit Focus

In Unit 6, students will use what they have learned about fiction and nonfiction throughout the year. Students will explore the difference between fact and opinion and learn how to back up their opinion with evidence. They will share their opinion about a favorite book in a friendly letter format where they attempt to be as convincing as possible. They will also plan for a "book talk" in front of their classmates to kick off summer reading!

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)Understand that words are separated by spaces in print. (CCSS.ELA-LITERACY.RF.K.1.C)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)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)	<i>Students will be able to independently use their learning to...</i> T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T2 Listen, exchange, evaluate, and build upon ideas. T3 Present information and ideas using appropriate grammar, spelling, and vocabulary to convey the message.		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<i>Students will understand that...</i> U1 Readers use appropriate strategies to construct meaning from texts. U2 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail. U3 Rules of grammar, spelling and mechanics are conventions of language that guide writers and readers.	<i>Students will keep considering...</i> Q1 What’s my strategy for reading this text? How do I know if it is working? Q2 How do I figure out the meaning of unknown words/phrases/ concepts? Q3 Why am I writing? What is my purpose for writing? Q4 Why do we have/need rules of language?	
	Acquisition of Knowledge and Skill		
Knowledge	Skill(s)		
<i>Students will know...</i> K1 Readers compare books written by the same author.	<i>Students will be skilled at...</i> S1 Comparing text by the same author. S2 Recommending a book to a classmate by having a book talk.		

Stage 1: Desired Results - Key Understandings

- 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)*
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. *(CCSS.ELA-LITERACY.RF.K.3.D)*
- Fluency *(CCSS.ELA-LITERACY.RF.K.4)*
- Read emergent-reader texts with purpose and understanding. *(CCSS.ELA-LITERACY.RF.K.4)*
- Writing
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). *(CCSS.ELA-LITERATURE.W.K.1)*
- 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)*
- 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.ELA-LITERACY.L.K.1.F)*

K2 Readers recommend books to classmates by sharing the title, author, something important that happened and something they like.

K3 Readers and writers understand the difference between a fact and an opinion.

K4 Writers back up their opinion with evidence or reasons.

K5 Writers communicate with a written letter.

K6 Readers and writers use phonics patterns to decode and encode words.

K7 Capitals are used at the beginning of a sentence, when using a name, and when using the pronoun I.

K8 Punctuation is used at the end of sentences.

K9 Vocabulary: author, book talk, fact, opinion, evidence, friendly letter, capitalization, punctuation, friendly letter

S3 Understanding the difference between a Fact vs. Opinion

S4 Backing up an opinion with evidence.

S5 Writing a friendly letter

S6 Decoding and encoding words when reading and writing

S7 Understanding sentence structure and spacing

S8 Reading common snap words/trick words

S9 Editing their work for capitalization and punctuation.

Stage 1: Desired Results - Key Understandings

- 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)*
- 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)*
- Language
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *(CCSS.ELA-LITERACY.L.K.6)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. *(POG.3.1)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*