

Unit 5 READING – Growing Opinions about Books and Life

Overview

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 Skills: Inferring, Critiquing

21st Century Capacities: Collective Intelligence, Analyzing

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.SL.K.1.B](#)

Continue a conversation through multiple exchanges.

[CCSS.ELA-LITERACY.SL.K.2](#)

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-LITERACY.SL.K.3](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[CCSS.ELA-LITERACY.L.5.D](#)

Distinguish shades of meaning among

Transfer:

Students will be able to independently use their learning in new situations to...

1. Comprehend and engage with a variety of texts in order to become independent, critical thinkers (analyzing)
2. Identify and critique the merit and purpose of a text, citing craft, and structure to support their opinions.(analyzing)
3. Talk about read texts using both text evidence and schema to interpret author's message.(collective intelligence, analyzing)

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Readers read a wide variety of texts to broaden their perspective and understanding.
2. Readers notice the craft and structure authors use to inspire their own writing.
3. Readers don't just believe what they read or hear, they look for evidence to prove ideas.

ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:*

- A. What is this author trying to make me think or feel? Do I believe it?
- B. What do I think about this book? How can I prove my opinion?
- C. What parts of the text will help me prove or change my opinion?

Grade Kindergarten ELA Curriculum

	Acquisition:	
<p>verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CCSS.ELA-LITERACY.RL.K.7 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).</p> <p>CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Readers like books about things that are interesting. 2. Readers think and talk about what they like and dislike. 3. Readers use polite words and voices to agree, disagree and prove. 4. Vocabulary: Best, favorite, opinion, evidence, connection, fact, inference, actions, thoughts, feelings, body language, facial expression emotion, positive, negative, however 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Reading with prosody that reflects comprehension. 2. Acting out scenes using text evidence. 3. Making inferences based on character thoughts, actions, and dialogue. 4. Making connections to the feelings of characters. 5. Identifying the most important event in a story. 6. Making predictions based on a picture walk. 7. Finding evidence to support an opinion.