



Kindergarten - Unit 3 - Reading & Writing about Friends

Unit Focus

This unit will focus on friendship, emotions, characters, and story elements. Through the use of read alouds and classroom discussions, students will identify what makes a good friend. Students will learn to identify feelings in themselves, others and the characters they are reading about. As readers, they will develop their ability to form opinions about characters based on their actions and words. Students will create stories about their own experiences and expand their writing across three pages. Foundational skills will be a key focus throughout the reading and writing activities.

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)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)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)	<i>Students will be able to independently use their learning to...</i> T1 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. 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.	
	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 Writers make deliberate choices regarding content, language, and style to convey their message to a target audience. U4 Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach. U5 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 What do good readers do? Q3 How do I figure out the meaning of unknown words/phrases/ concepts? Q4 Why am I writing? What is my purpose for writing? Q5 How do I develop and refine my idea(s)? Q6 Why do we have/need rules of language?

Stage 1: Desired Results - Key Understandings

- 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)
- 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 narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS.ELA-LITERATURE.W.K.3)
- 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)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Readers make connections to the way characters feel and the things they do.
- K2** Characters show different feelings.
- K3** Readers notice what characters do and what they say.
- K4** Writers plan out their stories.
- K5** Readers and writers use phonics patterns and trick words to read and write
- K6** Capitals are used for the first word of a sentence and when using the pronoun I.
- K7** Complete sentences have a naming and a telling part.
- K8** Vocabulary: Inferences, touch and tell, who, what, where, blending, segmenting, alphabetical order, lowercase, CVC, nonsense words, trick words complete sentences, pronoun I

Skill(s)

Students will be skilled at...

- S1** Identifying character feelings.
- S2** Making connections to feelings and actions.
- S3** Making inferences based on character actions, thoughts and dialogue.
- S4** Touching and telling a story to plan for writing.
- S5** Adding detail to words and pictures.
- S6** Writers include who, where, what, and a feeling.
- S7** Phonemic awareness skills: blending, segmenting, and manipulation of sounds
- S8** Blending and reading three-sound short vowel words
- S9** Alphabetical order
- S10** Upper and lowercase letter formation
- S11** Blending sounds in nonsense CVC words
- S12** Segmenting and spelling three sound short vowel words
- S13** Distinguish long and short vowel sounds
- S14** High Frequency Words (Trick Words)
- S15** Using capital for the beginning of sentences and when using the pronoun I.
- S16** Writing complete sentences.

Stage 1: Desired Results - Key Understandings

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