



Unit 3: We Are Experts in Fiction and nonFiction

Subject Area: ELA		Course: Kindergarten	
Unit Title: We Are Experts in Fiction and nonFiction	Grade(s): K	Start:	End:
Unit Summary:			

Stage 1: Desired Results

Massachusetts Learning Standards

- K.RL.1: With prompting and support, ask and answer questions about key details in a text.
- K.RL.2: With prompting and support, retell familiar stories, including key details.
- K.RL.3: With prompting and support, identify characters, settings, and major events in a story.
- K.RL.4: Ask and answer questions about unknown words in a text.
- K.RL.5: Recognize common types of texts and characteristics of their structure.
- K.RL.6: With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.
- K.RL.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.
- K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- K.RL.10: Actively engage in group reading activities with purpose and understanding.
- K.RI.1: With prompting and support, ask and answer questions about key details in a text.
- K.RI.2: With prompting and support, identify the main topic and retell key details of a text.
- K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RI.4: With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.5: Identify the front cover, back cover, and title page of a book.
- K.RI.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.
- K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.



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- K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text.
- K.RI.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic.
- K.RI.10: Actively engage in group reading activities with purpose and understanding.
- K.RF.1a: Follow words from left to right, top to bottom, and page by page.
- K.RF.1b: Recognize that spoken words are represented in written language by specific sequences of letters.
- K.RF.1c: Understand that words are separated by spaces in print.
- K.RF.1d: Recognize and name all upper- and lowercase letters of the alphabet.
- K.RF.2a: Recognize and produce rhyming words.
- K.RF.2b: Count, pronounce, blend, and segment syllables in spoken words.
- K.RF.2c: Blend and segment onsets and rimes of single-syllable spoken words.
- K.RF.2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- K.RF.3a: 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. (K and R stopped here)
- K.RF.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels. N/A for FI ("long and short vowel sounds are specific to the English language")
- K.RF.3c: Read common high-frequency words by sight.
- K.RF.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- K.RF.4: Read early-emergent-reader texts with purpose and understanding. (N/A for French Immersion)
- K.W.1: Use a combination of drawing, dictating, and writing to compose opinion pieces that 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.
- K.W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
- K.W.3a: For poems, use rhyming words to create structure.
- K.W.5b: Demonstrate the ability to use vocabulary appropriate for kindergarten.
- K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.W.10: Write or dictate writing routinely for a range of tasks, purposes, and audiences.
- K.SL.1a: Follow agreed-upon rules for discussions.
- K.SL.1b: Continue a conversation through multiple exchanges.



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- K.SL.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.
- K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail
- K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly
- K.L.1a: Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100.
- K.L.1b: Form questions that seek additional information, rather than a simple yes/no answer
- K.L.2a: Print upper- and lowercase letters.
- K.L.2b: Capitalize the first word in a sentence and the pronoun I.
- K.L.2c: Recognize and name end punctuation.
- K.L.2d: Write a letter or letters for most consonant and short-vowel sounds (phonemes). N/A for FI (“short vowel sounds are specific to the English language”)
- K.L.2e: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- K.L.2f: Write numbers 0–20.
- K.L.4a: Identify new meanings for familiar words and apply them accurately.
- K.L.5a: Sort common objects into categories to gain a sense of the concepts the categories represent.
- K.L.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- K.L.5c: Identify real-life connections between words and their use.
- K.L.5d: Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
- K.L.6: Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...



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Meaning	
Enduring Understandings Students will understand that...	Essential Questions Students will consider... • Why are traditional stories important to people? • What is the writer's reason for writing? • What are folktales important to people?
Acquisition	
Knowledge Students will know... • Explain the difference between Fiction and non-fiction • Explain the difference between folktales and traditional stories • Sometime animals act like people	Skills Students will be skilled at... • Determining the author's purpose in writing a story