



# Grade K

## Expository Units

*Unit 1: Reading the World*

*Unit 2: Construction Zone*

*Unit 3: What's the Big Idea? Focus on  
Expository Texts*

*Unit 4: Operation Exploration*

## Kindergarten Expository Units of Inquiry

### Essential Learnings

*Students recognize how grade level appropriate informational/expository texts work in order to strengthen their understanding of content and author's intent. Throughout the year, students publish multiple written texts. They engage in substantive academic conversations and oral presentations. Students understand and value their important roles as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.*

#### **Kindergarten Expository Unit 1 of 4: Reading the World: Understanding the Information Around Us**

Students read, listen to, and discuss informational/expository texts in a way that helps them learn about the world. Students recognize and use written language (i.e., pictures, signs, labels, books, songs, poetry, audio-visuals...) to get and give information about the world. They consider what they already know and build new understandings about the world through a wide variety of texts, experiences and interactions. Students share information discovered from exploring texts (i.e., books, charts, magazines, maps, graphs, timelines, photographs, posters, invitations, correspondence, multi-media...). They construct multiple texts with their teacher, peers and individually for authentic purposes and audiences using real-world mentor texts from a variety of sources. Students value themselves in their role as readers, writers, listeners, and speakers.

#### **Outcomes:**

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include plentiful opportunities for students to read a range of quality and complex narrative and expository texts (RC 2.0, FW pp. 20, 25). (Note: expository units will include narrative readings and narrative units will include expository readings.)

#### **Students are able to:**

- Question, interpret, and clearly articulate their understandings of the messages and meanings of informational, expository, and narrative text (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Make revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Recognize and use the features of expository text and everyday print materials in order to understand and respond to the meaning of the text (LR 3.0, 3.1, 3.2; LC 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.1; FW pp. 20, 25)
- Share and orally present their own ideas and respond to the ideas of others, using complete, coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)

- Use what they've learned about informational/expository texts in reading and language study, compose a variety of written pieces to share their ideas and information for authentic, self-selected purposes and audiences (WA 1.0; RC 2.0; WS 1.0; LC 1.0, 1.2; FW pp. 34, 37)
- Orally rehearse and write about self-selected ideas for authentic audiences and purposes, using and discussing what they have learned about text structures, language, and patterns (WA 1.0; RC 2.0; WS 1.0; WOELC 1.0, 1.2; FW pp. 26, 34, 37)

## **Kindergarten Expository Unit 2 of 4 Construction Zone: Tools for Building Meaning**

Students recognize and use text structures, organizational patterns (i.e., book patterns, language patterns, refrain-type patterns, and others) and text features in order to understand the text as a whole. They discover patterns within and across texts and notice how different authors write about information and ideas. Students discuss how authors select and use text and language patterns to engage the reader. They try on authorial decisions in their own written and oral presentations.

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- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Understand and use the organizational structures of informational texts through extensive engagement with texts (FW pp. 28-29, 34)
- Compare known to new information found in multiple sources (RC 2.0; FW p. 25)
- Anticipate upcoming reading work based on titles, pictures, and familiar forms and patterns to understand text (RC 2.0, 2.2, 2.5; LR 3.0, 3.2; FW pp. 25, 34)
- Share and orally present their own ideas and respond to the ideas of others, using complete coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.1; WS 1.0-1.4; FW 31, 33-35)
- Orally rehearse and write about self-selected ideas for authentic audiences and purposes, using and discussing what they have learned about text structures, language, and patterns (WA 1.0; RC 2.0; WS 1.0; WOELC 1.0, 1.2; FW pp. 26, 34, 37)

## Kindergarten Expository Unit 3 of 4: What's the Big Idea?: Focusing on Expository Texts

In this unit students demonstrate an understanding of the "big ideas" discovered in informational/expository texts. They investigate how significant information and ideas from text can be understood in literal, inferential, and applied ways (i.e., what is stated in the text, what is implied from and beyond the text, and generalizations beyond the text). They engage in academic conversations before, during, and after reading a variety of informational/expository texts. Students discuss how "big ideas" (abstract concepts/ideas) are revealed in similar and different ways by various authors and to individual readers. Students write responses to texts to demonstrate their thinking about "big ideas" in text. They experiment with writing about information and personal interests based on what they've discovered in the texts they've read, heard, and viewed.

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### Students are able to:

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- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Gain understanding of informational text and relate information to their personal experiences, curiosities and interest (FW p.28)
- Use their knowledge of text organization to understand the big ideas and/or underlying messages of the text (RC 2.0; WS 1.1; LS 1.0, 1.2; FW pp. 25, 28-29, 33-34)
- Recognize and explain "big ideas" (abstract concepts/ideas) found within and across expository texts (RC 2.0; LS 1.0, 1.2; FW pp. 25-26, 33-34)
- Ask and answer questions about the texts they read (RWA 1.3, 1.18; RC 2.5; LS 1.0, 1.2; FW pp. 25, 33)
- Connect information and events in texts to life experiences (RWA 1.3, 1.18; RC 2.0, 2.3; LC 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3; FW p. 25)
- Share and orally present information and ideas, using complete, coherent sentences (RWA 1.18; RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; WS 1.0, 1.1; LC 1.0, 1.1; LS 1.0, 1.2; SA 2.0; FW pp. 25, 29, 34)

- Demonstrate understanding of the ideas in informational/expository text through oral and written responses (RWA 1.3, 1.18; RC 2.0, 2.3; LR 3.0; WS 1.0, 1.1; LC 1.0, 1.1, 1.2; LS 1.0, 1.2; FW pp. 25-26, 34)
- Orally rehearse and write about experiences, people, objects, information, or events using legible, coherent sentences (RWA 1.18; WS 1.0, 1.1; WOELC 1.0, 1.1, 1.2; LS 1.2; SA 2.3; FW pp. 25-26, 34)

## **Kindergarten Expository Unit 4 of 4: Operation Exploration: We're Readers, Writers, and Researchers**

In this unit students demonstrate an understanding of their role as readers, writers, listeners, speakers, and researchers. They ask questions and actively investigate and record real information by digging through an abundance of magazines, photographs, news items, and informational texts with the intent of seeking knowledge. Students share areas of interest they find fascinating and listen to learn from the ideas of others. Students have multiple opportunities to construct informational/expository text (i.e., with their teacher and classmates, in partnerships, in research teams, and individually). Their natural curiosities about the world drive their investigations. They share (orally and in writing) new and known information and ideas.

Students investigate self-chosen topics/interests and make decisions about how to present their findings and thinking, orally and in writing. Students use their knowledge of writing to document their ideas and write about experiences, stories, people, objects, and events.

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- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Access information in expository texts using titles, table of contents, and other features (RWA 1.1, 1.3, 1.18; RC 2.0, 2.1, 2.2, 2.5; FW pp. 25, 33)
- Compare what is already known to information found across multiple sources (RC 2.0; FW p. 25)
- Share and orally present their own ideas and respond to the ideas of others, using complete, coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Demonstrate understanding of the ideas in informational/expository text through oral and written responses (RWA 1.3, 1.18; RC 2.0, 2.3; LR 3.0; WS 1.0, 1.1; LC 1.0, 1.1, 1.2; LS 1.0, 1.2; FW pp. 25-26, 34)
- Orally rehearse and compose informational/expository texts about a central idea using information gathered from texts (RWA 1.0, 1.3, 1.18; RC 2.0, 2.3, 2.5; WS 1.0, 1.1; WOELC 1.0, 1.1, 1.2; LS 1.2; SA 2.0, 2.1, 2.3; FW pp. 26, 34)