

**Califon Public School**  
**English Language Arts Curriculum**



|  |                            |                  |                        |
|--|----------------------------|------------------|------------------------|
| <b>Subject: ELA</b>  | <b>Grade: Kindergarten</b> | <b>Unit #: 1</b> | <b>Pacing: 8 weeks</b> |
| <b>Unit Title: Building a Community of Readers and Writers</b> |                            |                  |                        |

**OVERVIEW OF UNIT:**

**Reading Workshop-**

The first unit of instruction focuses on helping students see themselves as readers within a community of readers and learners. Lessons focus on taking care of books, choosing ‘just right’ books, concepts about print, helping students know themselves as readers, and building a community of learners. Classroom and reading procedures are introduced to students. Students learn how to come together as readers, listen to a text, and respond to the text and each other in order to build a deeper meaning of the text. Students have the opportunity to listen to and engage with text. Students also begin to build stamina as readers by reading every day for a variety of purposes.

This unit is based on the premise that good readers make sense of text. Early strategies for helping students make sense of text are introduced. Oral storytelling is used throughout the unit to help students develop a “sense of story” they can apply to the texts they see. Students use their natural curiosity to ask questions about text before, during, and after reading. Students make predictions by using the title, cover, and picture and learn to take a “picture walk” to make predictions and confirm them. Students ask questions before, during, and after reading and use the text to actively seek answers to their questions. Students also learn that stories have a beginning, middle, and end and use the events of the book as well as the pictures to retell stories.

**Writing Workshop-**

This first unit instills in students the idea that they are writers and builds a community of writers. Students learn the classroom routines and procedures of a writing workshop. Children are at various developmental stages with some students drawing, some writing using letters, and others ready to write more conventionally. Students learn that when they are done, they have “just begun.” Students learn that they have something to say and can put it on a page. They also learn to read what they have written and put information on pages. Students learn that their lives provide them with topics for writing and write stories about the episodes. Finally, students learn to revise and edit their writing before sharing it with an audience. Students are encouraged to write the best they can to convey their message.

**Fundations-**

Students will learn letter-keyword sound for consonants and short vowels, letter formation for lower-case letters, word awareness, and print awareness.

| Unit References  |   |
|--|---|
| Big Ideas  | Essential Questions   |
| <ul style="list-style-type: none"> <li>● Good readers understand how books work and know how to handle and care for books.</li> <li>● Good readers participate in active listening and can ask and answer questions about the books they read and/or are read to them.</li> <li>● Good readers read for a variety of purposes. Good readers have a purpose for reading each time they engage with a text.</li> <li>● There are different kinds of books for different purposes.</li> <li>● Good readers build their reading "muscles" to read for increasingly longer periods of time.</li> <li>● Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</li> <li>● Every letter of the alphabet has a corresponding sound.</li> <li>● Words are made up of sounds, or phonemes, and each phoneme is represented by a letter or group of letters.</li> <li>● Trick words are words that don't follow the known rules or patterns.</li> <li>● A sentence is a group of words that expresses a complete thought. It begins with a capital letter and closes with ending punctuation.</li> <li>● Writing should be needs to be purposefully focused and organized so that it clearly communicates the ideas to the reader.</li> <li>● Writers write for specific audiences and purposes.</li> <li>● Writers gather ideas and choose an idea for writing.</li> <li>● Writers get their ideas on paper so readers can understand them.</li> <li>● Writers get help from teachers, peers, and resources.</li> <li>● Writing is strengthened through revising and editing.</li> <li>● Writers revise to make their ideas clearer.</li> <li>● Writers edit for punctuation, spelling, grammar, and conventions.</li> <li>● Writers publish some of their work.</li> </ul> | <ul style="list-style-type: none"> <li>● What are the behaviors that good readers exhibit during reading time?</li> <li>● How do we handle and care for books?</li> <li>● How do books "work"?</li> <li>● How can I build my reading "muscles"?</li> <li>● Why do readers read? What are the purposes for reading?</li> <li>● Am I clear about what I just read? How do I know?</li> <li>● What is the relationship between letters and sounds?</li> <li>● How are words built?</li> <li>● What are trick words?</li> <li>● What is a sentence?</li> <li>● What do good writers do?</li> <li>● Why am I writing this piece? How do I develop my writing?</li> <li>● How can I make my writing easy for my readers to understand?</li> <li>● How can I use the stories I hear to help me write my own stories?</li> <li>● What are the parts of a story?</li> <li>● How can I retell a story (beginning, middle, end)?</li> <li>● What are the characters, setting, and major events in a story?</li> <li>● What are the main ideas and key details in nonfiction text?</li> <li>● How do pictures help me understand the story?</li> <li>● How does asking questions help me understand the story?</li> <li>● What do good readers do?</li> <li>● Do I understand what I just read? How do I know?</li> <li>● What makes a "great" story?</li> <li>● How do the illustrations and the author's choice of words have an impact on the reader?</li> </ul> |

- Books have a structure. Fiction and nonfiction books have different structures.
- Pictures can help me understand the story.
- Asking questions can help me understand the story.
- Stories have a beginning, middle, and end.
- Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.
- Effective readers evaluate the content, reasoning, and claims in texts and other formats.

### Objectives

- Students will actively engage in group reading activities with purpose and understanding
- Students will understand and exhibit the behaviors of readers
- Students will become a part of a community of learners
- Students will read for a variety of purposes
- Students will read with intention and focus
- Students will sit and read books alone or with partners
- Students will gain knowledge of concepts of print
- Students will gain knowledge about using the three cueing systems (semantic, syntactic, graphophonemic)
- Students will be able to demonstrate sound and letter recognition for consonants and short vowels
- Students will form lowercase letters with proper technique
- Students will retell a story
- Students will demonstrate prosody with echo reading
- Students will view themselves as writers in a community of writers.
- Students will accept and offer feedback to peers
- Students will use pictures and/or words to communicate their ideas
- Students will tell a story about something that happened.
- Students will create drawings to show what happened in a story
- Students will answer questions about writing
- Students will ask and answer questions about a text
- Students will ask and answer questions about a text before, during, and after reading
- Students will listen to a story and tell key details
- Students will retell the story using key details
- Students will identify the characters, setting, and major events in a story
- Students will identify the main idea and key details in a text
- Students will describe the connection between two events, ideas, or pieces of information in a text

- Students will explain how adventures and experiences of characters in stories are alike and different
- Students will identify unknown words in a text
- Students will explain how illustrations show parts of the story and help a reader understand the story
- Students will recognize language patterns and use them to make predictions about events, characters, and words
- Students will View themselves as writers in a community of writers.
- Students will accept and offer feedback to peers
- Students will use pictures and/or words to communicate their ideas
- Students will tell a story about something that happened.
- Students will create drawings to show what happened in a story
- Students will answer questions about writing
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### Assessment

#### **Formative Assessment:**

- Anecdotal notes
- Teacher observation
- Class discussion
- Homework
- Tests
- Think-Pair-Share
- Student writings

#### **Summative Assessment:**

- DRA
- Project Based Learning
- Interdisciplinary Projects
- Portfolio

#### **Benchmark:**

- Link it

#### **Alternative:**

- Modified work
- Modified tests
- Modified materials

**Key Vocabulary**

student names, word wall, sight words, character, setting, retell, storybook, poem, rhyme, uppercase, lowercase, capitalization, punctuation, vowels, sequence, key details, opinion, describe, information, front cover, back cover, author, illustrator, title page

**Resources & Materials**

- Word Wall
- Library Books
- Drawing/Writing Paper
- Writing Tools
- Big Books
- Graphic Organizers
- Writing Rubric
- Leveled Library Books
- Pointer
- FUNdations
- Words I Use When I Write
- Student Notebooks
- Mentor Texts
- Audiobooks
- Listening Device
- Headphones
- Smartboard
- Chart Paper and Markers

**Above Level:**

- I See Flags

**On-Level:**

- We Play Together

**Below Level:**

- Where's My Teddy?

### Technology Infusion

#### Teacher Technology:

- Chromebook
- SeeSaw
- Smartboard

#### Student Technology:

- ipad
- Chromebook
- Kindle
- Smartboard
- Osmo
- BeeBots

#### Activities:

- Students will identify initial letter sounds on Headsprout.

| Standard  | Standard Description   |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

### Interdisciplinary Integration

#### Activities:

- Students will read informational texts to learn about animals.

#### Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>

- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description   |
|----------|--|
| K-LS1-1. | Use observations to describe patterns of what plants and animals (including humans) need to survive. |

### 21<sup>st</sup> Century Life Skills

**Activities:**

- Students will read several stories about school and develop a list of classroom rules.

| Standard  | Standard Description  |
|-----------|---|
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |

### Careers

**Activities:**

- Students will communicate with group members in working for a common goal.

| Standard | Standard Description   |
|----------|--|
| CRP1     | Act as a responsible and contributing citizen and employee.                        |
| CRP4     | Communicate clearly and effectively and with reason.                               |
| CRP6     | Demonstrate creativity and innovation.   |
| CRP7     | Employ valid and reliable research strategies.                                     |
| CRP8     | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP9     | Model integrity, ethical leadership and effective management.                      |
| CRP12    | Work productively in teams while using cultural global competence.                 |

### Standards

| Standard # | Standard Description  |
|------------|---|
| RL.K.1.    | With prompting and support, ask and answer questions about key details in a text.     |
| RL.K.2     | With prompting and support, identify the main topic and retell key details of a text. |

|          |  |
|----------|--|
| RL.K.3.  | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  |
| RL.K.10. | Actively engage in group reading activities with purpose and understanding.  |
| RI.K.1.  | With prompting and support, ask and answer questions about key details in a text.  |
| RI.K.2.  | With prompting and support, identify the main topic and retell key details of a text.  |
| RI.K.5.  | Identify the front cover, back cover, and title page of a book.  |
| RI.K.10. | Actively engage in group reading activities with purpose and understanding.  |
| W.K.1.   | 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., <i>My favorite book is...</i> ). |
| SL.K.1   | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  |
| SL.K.1.A | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  |
| SL.K.1.B | Continue a conversation through multiple exchanges.  |
| 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.   |
| SL.K.4.  | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   |
| L.K. 1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| L.K. 1.B | Use frequently occurring nouns and verbs.  |
| L.K.1.C  | Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).  |
| L.K.1.D  | Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).   |
| L.K.1.E  | Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).  |



|          |  |
|----------|--|
| L.K.1F   | Produce and expand complete sentences in shared language activities.   |
| L.K.4    | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content                       |
| L.K.4A   | Identify new meanings for familiar words and apply them accurately   |
| L.K.4B   | Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word |
| L.K.5.   | With guidance and support from adults, explore word relationships and nuances in word meanings.  |
| L.K.6    | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  |
| RF.K.2.A | Recognize and produce rhyming words.   |
| RF.K.2.B | Count, pronounce, blend, and segment syllables in spoken words.  |

| <b>Differentiation</b>  |  |   |   |
|---|--|---|---|
| Special Education   | English Language Learners (ELL)  | Response to Intervention (RTI)  | Enrichment  |
| <ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> </ul> | <ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul> | <ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> <li>● Selection of evidence-based interventions on an individual basis</li> </ul> | <ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> </ul> |

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|--|--|--|---|
| <ul style="list-style-type: none"> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> <li>● Adaptive writing utensils</li> <li>● Review of directions</li> <li>● Space for movement or breaks</li> <li>● Scribing</li> <li>● Provide color coded materials</li> <li>● Providing visual aids</li> <li>● Making sure directions are understood by recording on the board, clarifying, rephrasing, and repeating directions</li> <li>● Breaking larger assignments into smaller manageable chunks</li> <li>● Using nonverbal cues to remain on task</li> <li>● Praising specific behaviors</li> <li>● Allowing short breaks between tasks</li> <li>● Use multi-sensory techniques to present information</li> </ul> |  | <ul style="list-style-type: none"> <li>● Use of growth mindset statements to promote optimism academic</li> <li>● Teaching through multi-sensory modes</li> <li>● Providing study skills training/learning strategies</li> <li>● Providing frequent, immediate, and positive feedback</li> <li>● Increasing the immediacy of earned rewards</li> <li>● Provide student choices</li> <li>● Build frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners</li> <li>● Use reading partners and skilled peer or adult mentors to provide academic support</li> <li>● Use graphic organizers to focus attention on key elements, concepts, or ideas</li> </ul> | <ul style="list-style-type: none"> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cces/g_and_t_req.htm">http://www.state.nj.us/education/aps/cces/g_and_t_req.htm</a></li> </ul> |
|--|--|--|---|

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|---|--|--|--|
| <ul style="list-style-type: none"><li>● Provide opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs-up, partner share, etc.)</li><li>● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately</li></ul> |  |  |  |
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**Califon Public School**  
**English Language Arts Curriculum**



|  |                            |                  |                        |
|--|----------------------------|------------------|------------------------|
| <b>Subject: ELA</b>  | <b>Grade: Kindergarten</b> | <b>Unit #: 2</b> | <b>Pacing: 8 weeks</b> |
| <b>Unit Title: Reading Pattern Books and Writing for Readers</b> |                            |                  |                        |

**OVERVIEW OF UNIT:**

**Reading Workshop-**

This unit helps students use what they know to understand texts. Students learn to make connections between their own knowledge and other texts they have read and use what they know to learn about new concepts and new words. Students notice word choice in texts and poems. They use pictures to help them figure out new words and also use what the author says to learn about characters. Social studies and science texts are integrated into the unit to help build content vocabulary and concepts.

**Writing Workshop-**

In this unit, students make their writing more accessible to their readers. They draw on what they know in order to write stories and get their ideas down on the page. Students work on writing in sentences and rereading their work as they write. Students begin to use simple checklists to review their writing and to stretch out words in order to hear their sounds and approximate their spelling. Students work with partners to use a variety of strategies to add more to their stories. Students also take a piece to publication. They will revise to make their ideas clearer and edit their writing. Finally, students share their writing with an audience.

**Foundations-**

In this unit students learn uppercase letters and syllable awareness.

| <b>Unit References</b>   |  |
|--|--|
| Big Ideas  | Essential Questions  |
| <ul style="list-style-type: none"> <li>● Readers use information that they already know to make connections to help them understand a text.</li> <li>● Readers use strategies to help them when they come to a tricky part of a text. They use the pictures, get their mouths ready, begin the first letter, look for parts they know, and reread.</li> <li>● Readers learn information by listening to and reading texts.</li> <li>● Readers make sense of text.</li> </ul> | <ul style="list-style-type: none"> <li>● How can I use what I already know to understand a text?</li> <li>● What do I do when I come to a tricky part of a text?</li> <li>● What new information can I learn from a text?</li> <li>● What can I do when I come to a word I don't know?</li> <li>● How can I show I understand a text?</li> <li>● What do good readers do?</li> </ul> |

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|--|--|
| <ul style="list-style-type: none"> <li>● Readers decode words to help them understand a text.</li> <li>● Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</li> <li>● Effective readers evaluate the content, reasoning, and claims in texts and other formats.</li> <li>● Books have a structure. Fiction and nonfiction books have different structures.</li> <li>● Pictures can help me understand the story.</li> <li>● Asking questions can help me understand the story</li> <li>● Writing should be needs to be purposefully focused and organized so that it clearly communicates the ideas to the reader.</li> <li>● Writers write for specific audiences and purposes.</li> <li>● Writers gather ideas and choose an idea for writing.</li> <li>● Writers get their ideas on paper so readers can understand them.</li> <li>● Writers get help from teachers, peers, and resources.</li> <li>● Writers revise to make their ideas clearer.</li> <li>● Writing is strengthened through revising and editing.</li> <li>● Writers edit for punctuation, spelling, grammar, and conventions.</li> <li>● Writers publish some of their work.</li> </ul> | <ul style="list-style-type: none"> <li>● How do I know I understand what I read?</li> <li>● How do pictures help me understand the story? How can pictures help me understand new words?</li> <li>● What do good writers do?</li> <li>● Why am I writing this piece? How do I develop my writing?</li> <li>● How can I make my writing easy for my readers to understand?</li> <li>● How can I use the stories I hear to help me write my own stories?</li> <li>● How can I add more details to my stories?</li> <li>● How can I make my stories easier to read?</li> <li>● What tools can I use to make my stories easy to read?</li> <li>● How can my writing partner help me make my story better?</li> </ul> |
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### Objectives

- Students will ask and answer questions about a text
- Students will ask and answer questions about a text before, during, and after reading
- Students will listen to a story and tell key details
- Students will retell the story using key details
- Students will identify the characters, setting, and major events in a story
- Students will identify the main idea and key details in a text
- Students will describe the connection between the two events, ideas, or pieces of information in a text
- Students will explain how adventures and experiences of characters in the stories are alike and different
- Students will identify unknown words in a text
- Students will explain how illustrations show parts of the story and help the reader understand the story
- Students will recognize language patterns and use them to make predictions about events, characters, and words
- Students will accept and offer feedback to peers

- Students will use pictures and/or words to communicate their ideas
- Students will tell a story about something that happened.
- Students will share their personal experiences.
- Students will tell and write stories in sequential order.
- Students will answer questions about their writing.
- Students will listen to the feedback of teachers and peers.
- Students will add details to help the reader understand the story
- Students will demonstrate an understanding of alphabetical order
- Students demonstrate an understanding of phonemic awareness skills: blending, segmenting, and manipulation of sounds
- Students blend and read three-sound short vowels
- Students will form uppercase letters with proper technique
- Students make predictions

#### Assessment

##### **Formative Assessment:**

- Anecdotal notes
- Teacher observation
- Class discussion
- Homework
- Tests
- Think-Pair-Share
- Student writings

##### **Summative Assessment:**

- DRA
- Project Based Learning
- Interdisciplinary Projects
- Portfolio

##### **Benchmark:**

- Link it

##### **Alternative:**

- Modified work

- Modified tests
- Modified materials

### Key Vocabulary

fantasy, realistic text, learning centers, story elements, problem, solution, publishing, narrative, verbs, short vowel, long vowel, spacing

### Resources & Materials

- Foundations
- Word Wall
- Library Books
- Drawing/Writing Paper
- Writing Tools
- Big Books
- Graphic Organizers
- Writing Rubric
- Leveled Library Books
- Pointer
- Writing workshop model
- Words I Use When I Write
- Student Notebooks
- Mentor Texts
- Audiobooks
- Listening Device
- Headphones
- Whiteboard
- Chart Paper and Markers
- Letter/Sound Chart
- Color Coded Alphabet Letter Tiles
- Color Coded Alphabet Cards
- Write On/Wipe Off Boards
- Music CDs
- Audiobooks/CDs
- Index Cards
- Scissors
- Pre decodable books
- Decodable Books
- Trophies Big Book of Rhymes and Songs

- Pocket Chart
- Dry Erase Markers and Boards
- Magnetic boards with primary writing lines and markers
- Magnetic letters
- Word Wall
- High frequency Word Cards
- Large Alphabet Cards
- Reading A-Z leveled books

**Above Level:**

- Fall Foods

**On-Level:**

- On Thanksgiving

**Below Level:**

- Smells Like Thanksgiving

**Technology Infusion**

**Teacher Technology:**

- Chromebook
- SeeSaw
- Smartboard

**Student Technology:**

- ipad
- Chromebook
- Kindle
- Smartboard
- Osmo
- BeeBots



|  |  |
|--|--|
| <b>Activities:</b>   |  |
| <ul style="list-style-type: none"> <li>Students will use Osmo Words to practice beginning sounds, ending sounds, and CVC words.</li> </ul> |  |
| <b>Standard</b>  | <b>Standard Description</b>  |
| 8.1.2.A.4  | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

| Interdisciplinary Integration  |  |
|--|--|
| <b>Activities:</b>   |  |
| <ul style="list-style-type: none"> <li>Students will read informational text to learn about the First Thanksgiving.</li> </ul>   |  |
| <b>Resources:</b>  |  |
| <ul style="list-style-type: none"> <li>Teacher Vision Cross Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li><a href="#">What Every Education Should Know About Using Google</a> by Shell Education</li> <li>Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul> |  |
| <b>Standard</b>  | <b>Standard Description</b>  |
| 6.1.4.D.17   | Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. |

| 21 <sup>st</sup> Century Life Skills  |  |
|---|--|
| <b>Activities:</b>  |  |
| <ul style="list-style-type: none"> <li>Students will read informational texts about voting and participate in a mock vote.</li> <li>Students will write letters to Veterans to thank them for their service.</li> </ul> |  |
| <b>Standard</b>   | <b>Standard Description</b>  |
| 9.2.4.A.2   | Identify various life roles and civic and work-related activities in the school, home, and community |

| Careers  |  |
|--|--|
| <b>Activities:</b>   |  |
| <ul style="list-style-type: none"> <li>Students will complete a research project on the First Thanksgiving.</li> </ul> |  |
| Standard   | Standard Description   |
| CRP1   | Act as a responsible and contributing citizen and employee.        |
| CRP2   | Apply appropriate academic and technical skills.                   |
| CRP4   | Communicate clearly and effectively and with reason.               |
| CRP6   | Demonstrate creativity and innovation.                             |
| CRP7   | Employ valid and reliable research strategies.                     |
| CRP11  | Use technology to enhance productivity.                            |
| CRP12  | Work productively in teams while using cultural global competence. |

| Standards  |  |
|------------|--|
| Standard # | Standard Description   |
| RL.K.1.    | With prompting and support, ask and answer questions about key details in a text.  |
| RL.K.5     | Recognize common types of texts (e.g., storybooks, poems).   |
| 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).   |
| RI.K.1.    | With prompting and support, ask and answer questions about key details in a text.  |
| RI.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).   |
| W.K.1.     | 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., <i>My favorite book is...</i> ). |
| W.K.2.     | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  |
| SL.K.1     | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  |

|          |  |
|----------|--|
| SL.K.1.A | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  |
| SL.K.1.B | Continue a conversation through multiple exchanges.  |
| 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. |
| SL.K.3.  | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  |
| SL.K.4.  | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   |
| SL.K.5.  | Add drawings or other visual displays to descriptions as desired to provide additional detail.   |
| SL.K.6.  | Speak audibly and express thoughts, feelings, and ideas clearly.   |
| L.K. 1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| L.K. 1.B | Use frequently occurring nouns and verbs.  |
| L.K.1.C  | Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).  |
| L.K.1.E  | Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).  |
| L.K.1F   | Produce and expand complete sentences in shared language activities.   |
| L.K.5.   | With guidance and support from adults, explore word relationships and nuances in word meanings.  |
| L.K.5.A. | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  |
| L.K.5.D. | Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.  |
| L.K.6    | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  |
| RF.K.1.A | Follow words from left to right, top to bottom, and page by page.  |

|          |   |
|----------|---|
| RF.K.1.B | Recognize that spoken words are represented in written language by specific sequences of letters.   |
| RF.K.1.C | Understand that words are separated by spaces in print.   |
| RF.K.3.A | 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. |
| RF.K.3.C | Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).   |

| Differentiation   |  |   |  |
|---|--|---|--|
| Special Education   | English Language Learners (ELL)  | Response to Intervention (RTI)  | Enrichment   |
| <ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> <li>● Adaptive writing utensils</li> </ul> | <ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul> | <ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> <li>● Selection of evidence-based interventions on an individual basis</li> <li>● Use of growth mindset statements to promote optimism academic</li> <li>● Teaching through multi-sensory modes</li> <li>● Providing study skills training/learning strategies</li> <li>● Providing frequent, immediate, and positive feedback</li> </ul> | <ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul> |

|  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>● Review of directions</li> <li>● Space for movement or breaks</li> <li>● Scribing</li> <li>● Provide color coded materials</li> <li>● Providing visual aids</li> <li>● Making sure directions are understood by recording on the board, clarifying, rephrasing, and repeating directions</li> <li>● Breaking larger assignments into smaller manageable chunks</li> <li>● Using nonverbal cues to remain on task</li> <li>● Praising specific behaviors</li> <li>● Allowing short breaks between tasks</li> <li>● Use multi-sensory techniques to present information</li> <li>● Provide opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs-up, partner share, etc.)</li> <li>● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately</li> </ul> |  | <ul style="list-style-type: none"> <li>● Increasing the immediacy of earned rewards</li> <li>● Provide student choices</li> <li>● Build frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners</li> <li>● Use reading partners and skilled peer or adult mentors to provide academic support</li> <li>● Use graphic organizers to focus attention on key elements, concepts, or ideas</li> </ul> |  |
|--|--|--|--|

**Califon Public School  
English Language Arts Curriculum**



|  |                            |                  |                        |
|--|----------------------------|------------------|------------------------|
| <b>Subject: ELA</b>                                    | <b>Grade: Kindergarten</b> | <b>Unit #: 3</b> | <b>Pacing: 8 Weeks</b> |
| <b>Unit Title: Reading for Fluency, How-to Writing</b> |                            |                  |                        |

**OVERVIEW OF UNIT:**

**Reading Workshop-**

This unit helps students understand how text works. Students will learn story grammar, text features, and the characteristics of various genres of text such as fairy tales, folk tales, and realistic fiction. Students learn to identify main characters, settings, problems and solutions, and key details in texts. Students will integrate word solving strategies as well as meaning and structural cues as they are reading to determine unknown words. Students read pattern books and reread familiar texts to develop their fluency and phrasing.

**Writing Workshop-**

In this unit, students continue to write more and more. Students are exposed to mentor texts and can identify the difference between the how-to books and narrative writing. Students will write about things they know how to do and/or are “experts” at. Writing partners will read the procedural writing and provide feedback to help make the writing clearer. Students will use mentor texts to add elaboration to their how-to books. Students realize that topics can be found throughout the school day and write books that are helpful for others. They may write a series of how-to books. Students will add diagrams and drawings to their books.

**Foundations-**

In this unit, students will practice letter formation, consonant and short vowel sounds and how to manipulate initial and final sounds.

| Unit References   |  |
|---|--|
| Big Ideas   | Essential Questions  |
| <ul style="list-style-type: none"> <li>● Different genres of text have different components and characteristics.</li> <li>● Authors give readers clues to help them understand the story.</li> <li>● Fiction stories have elements that will help me understand the story.</li> <li>● Books have a structure. Fiction and nonfiction books have different structures.</li> <li>● When a word doesn't make sense, what can I do?</li> <li>● How can I make my reading more fluent?</li> <li>● Writing is a way to communicate what I know and help my readers learn how to do something.</li> <li>● Students accept and offer feedback to peers</li> <li>● Use pictures and/or words to communicate their ideas</li> <li>● Listen to the feedback of teachers and peers.</li> <li>● Add details to help the reader understand the text</li> </ul>                            | <ul style="list-style-type: none"> <li>● What are the key components of a specific genre?</li> <li>● How do I use the story elements and story grammar to understand a story?</li> <li>● What clues does the author give me to help me understand the story?</li> <li>● How do pictures help me understand the story?</li> <li>● How does asking questions help me understand the story?</li> <li>● What do good readers do?</li> <li>● Do I understand what I just read? How do I know?</li> <li>● What do I do when I come to a tricky part of a text?</li> <li>● When a word doesn't make sense, what can I do?</li> <li>● How can I make my reading more fluent?</li> <li>● What do good writers do?</li> <li>● Why am I writing this piece? How do I develop my writing?</li> <li>● How can I make my writing easy for my readers to understand?</li> <li>● What am I an “expert” out and how can I help my readers understand the procedure?</li> <li>● How can I use drawings, labels, and words to give information about my topic?</li> </ul> |
| Objectives  |  |
| <ul style="list-style-type: none"> <li>● Students will be able to use patterns to figure out tricky parts of a book</li> <li>● Students will be able to use picture cues to help determine the meaning of unknown words</li> <li>● Students will be able to use all of their reading strategies to figure out tricky parts in a text</li> <li>● Students will be able to read individually and with a partner</li> <li>● Students will be able to develop reading stamina and read many books</li> <li>● Students will be able to use punctuation clues and phrasing to read fluently</li> <li>● Students will be able to write a booklet of at least three pages</li> <li>● Students will be able to use diagrams, illustrations, and labels as well as words to explain a procedures.</li> <li>● Students will be able to answer questions about their writing</li> </ul> |  |

- Students will be able to listen to the feedback of teachers and peers.
- Students will be able to add details to help the reader understand the text
- Students will be able to take a piece of writing through the writing process to publication
- Students will demonstrate phonemic awareness skills: blending, segmenting, and manipulation of sounds
- Students blend sounds in nonsense CVC words
- Students will segment and spell three-sound short vowel words
- Students will distinguish long and short vowel sounds
- Students will identify the character, setting, and main events in a story
- Students will identify high frequency and phonetically irregular words (Trick Words): the, a, and, are, to, is, his, as, has, was

### Assessment

#### **Formative Assessment:**

- Anecdotal notes
- Teacher observation
- Class discussion
- Homework
- Tests
- Think-Pair-Share
- Student writings

#### **Summative Assessment:**

- DRA
- Project Based Learning
- Interdisciplinary Projects
- Portfolio

#### **Benchmark:**

- Link it

#### **Alternative:**

- Modified work
- Modified tests
- Modified materials



**Key Vocabulary**

author, illustrator, characters, setting, predictions, compare, contrast, connect, main idea, details, writing process, nouns, verbs, adjectives, left, right, spacing, CVC words, how to, first, next, last

**Resources & Materials**

- Word Wall
- Library Books
- Drawing/Writing Paper
- Writing Tools
- Big Books
- Graphic Organizers
- Writing Rubric
- Leveled Library Books
- Pointer
- Words I Use When I Write
- Student Notebooks
- Mentor Texts
- Audiobooks
- Listening Device
- Headphones
- Whiteboard
- Chart Paper and Markers
- Letter/Sound Chart
- Color Coded Alphabet Letter Tiles
- Color Coded Alphabet Cards
- Write On/Wipe Off Boards
- Music CDs
- Audiobooks/CDs
- Index Cards
- Scissors
- Trophies Pre
- Decodable Books
- Big Book of Rhymes and Songs
- Pocket Chart
- Dry Erase Markers and Boards

- Magnetic boards with primary writing lines and markers
- Magnetic letters
- Word Wall
- High frequency Word Cards
- Large Alphabet Cards
- Reading A-Z leveled books

**Above Level:**

- Who Stole the North Pole?

**On-Level:**

- A Cold Day

**Below Level:**

- Christmas Cookies

**Technology Infusion**

**Teacher Technology:**

- Chromebook
- SeeSaw
- Smartboard

**Student Technology:**

- ipad
- Chromebook
- Kindle
- Smartboard
- Osmo
- BeeBots

**Activities:**

- Students will practice fluency with Headsprout leveled readers.

| Standard  | Standard Description   |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

### Interdisciplinary Integration

**Activities:**

- Students will research Holidays around the World. (HC) (AS)

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard   | Standard Description   |
|------------|--|
| 6.1.4.D.17 | Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. |

### 21<sup>st</sup> Century Life Skills

**Activities:**

- Students will learn about global citizenship around the world by completing a Holidays Around the World research journal.

| Standard  | Standard Description  |
|-----------|---|
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |

### Careers

**Activities:**

- Students will complete a Holidays Around the World Research Journal.

| Standard | Standard Description   |
|----------|--|
| CRP1     | Act as a responsible and contributing citizen and employee.        |
| CRP2     | Apply appropriate academic and technical skills.                   |
| CRP4     | Communicate clearly and effectively and with reason.               |
| CRP7     | Employ valid and reliable research strategies.                     |
| CRP9     | Model integrity, ethical leadership and effective management.      |
| CRP11    | Use technology to enhance productivity.                            |
| CRP12    | Work productively in teams while using cultural global competence. |

| Standards  |  |
|------------|--|
| Standard # | Standard Description   |
| RL.K.2.    | With prompting and support, retell familiar stories, including key details.  |
| RL.K.3.    | With prompting and support, identify characters, settings, and major events in a story.  |
| RL.K.6.    | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   |
| 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).   |
| RL.K.10.   | Actively engage in group reading activities with purpose and understanding.  |
| RI.K.2.    | With prompting and support, identify the main topic and retell key details of a text.  |
| RI.K.6.    | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  |
| RI.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).   |
| RI.K.10.   | Actively engage in group reading activities with purpose and understanding.  |
| W.K.1.     | 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., <i>My favorite book is...</i> ). |

|          |  |
|----------|--|
| W.K.2.   | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.                          |
| W.K.6.   | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.   |
| W.K.7.   | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  |
| SL.K.1   | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  |
| SL.K.1.A | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  |
| SL.K.1.B | Continue a conversation through multiple exchanges.  |
| 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. |
| SL.K.3.  | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  |
| SL.K.4.  | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   |
| SL.K.5.  | Add drawings or other visual displays to descriptions as desired to provide additional detail.   |
| L.K. 1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| L.K. 1.A | Print many upper- and lowercase letters.   |
| L.K. 1.B | Use frequently occurring nouns and verbs.  |
| L.K.1.C  | Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).  |
| L.K.1.E  | Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).  |
| L.K.1F   | Produce and expand complete sentences in shared language activities.   |

|           |   |
|-----------|---|
| L.K.5.    | With guidance and support from adults, explore word relationships and nuances in word meanings.   |
| L.K.5.A.  | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.   |
| L.K.5B    | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)   |
| L.K.5.C.  | Identify real-life connections between words and their use (e.g., note places at school that are colorful).   |
| L.K.6     | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.   |
| RF.K.1.A  | Follow words from left to right, top to bottom, and page by page.   |
| RF.K.1.B  | Recognize that spoken words are represented in written language by specific sequences of letters.   |
| RF.K.1.C  | Understand that words are separated by spaces in print.   |
| RF.K.2    | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| RF.K.2.A. | Recognize and produce rhyming words.  |
| RF.K.2.B  | Count, pronounce, blend, and segment syllables in spoken words.   |
| RF.K.2.C  | Blend and segment onsets and rimes of single-syllable spoken words.   |
| RF.K.3.A  | 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. |
| RF.K.3.C  | Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).   |

| Differentiation   |   |   |  |
|---|---|---|--|
| Special Education   | English Language Learners (ELL)   | Response to Intervention (RTI)  | Enrichment   |
| <ul style="list-style-type: none"> <li>Provide modifications &amp; accommodations as listed in the student's IEP</li> </ul> | <ul style="list-style-type: none"> <li>Provide text-to-speech</li> <li>Use of translation dictionary or software</li> <li>Provide graphic organizers</li> </ul> | <ul style="list-style-type: none"> <li>Tiered interventions following RTI framework</li> <li>Effective RTI strategies for teachers - <a href="http://www.specialeducatio">http://www.specialeducatio</a></li> </ul> | <ul style="list-style-type: none"> <li>Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> </ul> |

|   |   |  |  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> <li>● Adaptive writing utensils</li> <li>● Review of directions</li> <li>● Space for movement or breaks</li> <li>● Scribing</li> <li>● Provide color coded materials</li> <li>● Providing visual aids</li> <li>● Making sure directions are understood by recording on the board, clarifying, rephrasing, and repeating directions</li> <li>● Breaking larger assignments into smaller manageable chunks</li> </ul> | <ul style="list-style-type: none"> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul> | <p><a href="http://www.nguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">nguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></p> <ul style="list-style-type: none"> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> <li>● Selection of evidence-based interventions on an individual basis</li> <li>● Use of growth mindset statements to promote optimism academic</li> <li>● Teaching through multi-sensory modes</li> <li>● Providing study skills training/learning strategies</li> <li>● Providing frequent, immediate, and positive feedback</li> <li>● Increasing the immediacy of earned rewards</li> <li>● Provide student choices</li> <li>● Build frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners</li> <li>● Use reading partners and skilled peer or adult mentors to provide academic support</li> <li>● Use graphic organizers to focus attention on key elements, concepts, or ideas</li> </ul> | <ul style="list-style-type: none"> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul> |
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| <ul style="list-style-type: none"><li>● Using nonverbal cues to remain on task</li><li>● Praising specific behaviors</li><li>● Allowing short breaks between tasks</li><li>● Use multi-sensory techniques to present information</li><li>● Provide opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs-up, partner share, etc.)</li><li>● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately</li></ul> |  |  |  |
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**Califon Public School**  
**English Language Arts Curriculum**



|  |                            |                  |                        |
|--|----------------------------|------------------|------------------------|
| <b>Subject: ELA</b>  | <b>Grade: Kindergarten</b> | <b>Unit #: 4</b> | <b>Pacing: 8 weeks</b> |
| <b>Unit Title: Exploring Non-fiction, Extending Reading Strategies, Persuasive Writing</b> |                            |                  |                        |

**OVERVIEW OF UNIT:**

**Reading Workshop-**

This unit focuses on helping students engage with nonfiction texts successfully. Students learn to identify and use the features and structures of nonfiction text to help them understand the text. They will also explore ways to connect new information to known information and ways to glean key concepts from visual information. Students will identify the front cover, back cover, and title page of a book. Content vocabulary strategies are introduced and students practice using context to help them define new words. Students will also determine what information they want to learn and share new information in a variety of formats.

Students will learn more strategies for word solving, cross-checking, self-correcting, and meaning making. They will begin to organize the information they acquire as they read. Students will use illustrations, retellings, response journals, and notes to record and remember information about the books they read. They will use the information to tell about the book in oral and written forms. Students will continue to ask and answer questions about the text and to identify unknown words in the text.

**Writing Workshop-**

This unit allows students to use words to make change. It begins by having students find a problem or situation they would like to change at their school. Students have a menu of possibilities for writing to make change. They can write a sign, a song, a book, a letter, or a card. Students focus on convincing their audience. Students then write letters to convince someone to agree with them. Students revise and edit their letters before sending them.

**Foundations-**

In this unit, students will learn how to manipulate medial sounds, narrative story structure, and the concept of consonant digraphs.

| Unit References   |  |
|---|--|
| Big Ideas   | Essential Questions  |
| <ul style="list-style-type: none"> <li>● Readers use information that they already know to make connections to help them understand a text.</li> <li>● Readers learn information by listening to and reading texts.</li> <li>● Readers make sense of text.</li> <li>● Effective readers evaluate the content, reasoning, and claims in texts and other formats.</li> <li>● Books have a structure. Fiction and nonfiction books have different structures.</li> <li>● Using what I know about a topic can help me learn new information</li> <li>● Asking questions can help me understand a text.</li> <li>● Readers use information that they already know to make connections to help them understand a text.</li> <li>● Readers use strategies to help them when they come to the tricky part of a text. They use the pictures, get their mouths ready, begin the first letter, look for parts they know, and reread.</li> <li>● Readers make sense of text.</li> <li>● Asking questions can help me understand the text.</li> <li>● Effective readers evaluate the content, reasoning, and claims in texts and other formats.</li> <li>● Writing is a way to make changes and solve problems in my school, community, and the world.</li> <li>● Writing should be needs to be purposefully focused and organized so that it clearly communicates the ideas to the reader.</li> <li>● Writers write for specific audiences and purposes.</li> <li>● Writers gather ideas and choose an idea for writing.</li> <li>● Writers get their ideas on paper so readers can understand them.</li> <li>● Writers get help from teachers, peers, and resources.</li> <li>● Writers revise to make their ideas clearer.</li> <li>● Writing is strengthened through revising and editing.</li> <li>● Writers edit for punctuation, spelling, grammar, and conventions.</li> </ul> | <ul style="list-style-type: none"> <li>● How can I use what I already know to understand a text?</li> <li>● What new information can I learn from a text?</li> <li>● What can I do when I come to a word I don't know?</li> <li>● How can I show I understand a text?</li> <li>● How do nonfiction books differ from fiction books?</li> <li>● What are the structures of and text features for nonfiction texts?</li> <li>● What can I do when I come to a word I don't know?</li> <li>● How do I know I understand a text?</li> <li>● How can I show I understand a text?</li> <li>● What do good readers do?</li> <li>● What strategies can I use to help me understand a tricky part of the text?</li> <li>● What strategies can I use to help me understand new words?</li> <li>● How can asking questions before, during, and after reading help me understand a text?</li> <li>● How can I show what I know about a text?</li> <li>● What do good writers do?</li> <li>● Why am I writing this piece? How do I develop my writing?</li> <li>● How can I make my writing easy for my readers to understand?</li> <li>● What do I see that needs to be changed?</li> <li>● How can I convince someone to agree with me?</li> <li>● How can I use my writing to make a change in the world?</li> </ul> |

- Writers publish some of their work.

### Objectives

- Students will be able to ask and answer questions about a text
- Students will be able to ask and answer questions about a text before, during, and after reading
- Students will be able to identify the main idea and key details in a text
- Students will be able to describe the connection between the two events, ideas, or pieces of information in a text
- Students will be able to identify unknown words in a text
- Students will be able to use known information to learn new information
- Students will be able to share the information they learn orally and through written response
- Students will be able to ask and answer questions about a text
- Students will be able to ask and answer questions about a text before, during, and after reading
- Students will be able to identify unknown words in a text
- Students will be able to explain how illustrations show parts of the story and help a reader understand the story
- Students will be able to use a variety of strategies to solve unknown words and make meaning of text
- Students will be able to share what they have learned through oral and written responses
- Students will be able to write for a specific audience
- Students will be able to write for a real purpose
- Students will be able to convince people to agree with them and persuade them to help fix the problem
- Students will be able to write so readers can understand the message
- Students will be able to use words and drawings to share my opinion about a topic
- Students will be able to determine my opinion about a topic or book
- Students will demonstrate phonemic awareness skills
- Students will segment and spell CVC words
- Students will blend and read CVC words
- Students will demonstrate fluency and phrasing with echo and choral reading
- Students will demonstrate beginning composition skills
- Students will retell a story
- Students will identify high frequency and phonetically irregular words (Trick Words): we, she, he, be, me, I, you, they

### Assessment

#### **Formative Assessment:**

- Anecdotal notes

- Teacher observation
- Class discussion
- Homework
- Tests
- Think-Pair-Share
- Student writings

**Summative Assessment:**

- DRA
- Project Based Learning
- Interdisciplinary Projects
- Portfolio

**Benchmark:**

- Link it

**Alternative:**

- Modified work
- Modified tests
- Modified materials

**Key Vocabulary**

author, illustrator, characters, setting, predictions, compare, contrast, connect, main idea, details, writing process, nouns, verbs, adjectives, left, right, spacing, CVC words, blending, rhyme, initial, final, plural nouns, opinion, predictions, punctuation, question words, spacing

**Resources & Materials**

- Word Wall
- Library Books
- Drawing/Writing Paper
- Writing Tools
- Big Books
- Graphic Organizers
- Writing Rubric
- Leveled Library Books

- Pointer
- Words I Use When I Write
- Student Notebooks
- Mentor Texts
- Audiobooks
- Listening Device
- Headphones
- Whiteboard
- Chart Paper and Markers
- Letter/Sound Chart
- Color Coded Alphabet Letter Tiles
- Color Coded Alphabet Cards
- Write On/Wipe Off Boards
- Music CD
- Audiobooks/CDs
- Index Cards
- Scissors
- Pre-Decodable Books
- Decodable Books
- Big Book of Rhymes and Songs
- Pocket Chart
- Dry Erase Markers and Boards
- Magnetic boards with primary writing lines and markers
- Magnetic letters
- Word Wall
- High frequency Word Cards
- Large Alphabet Cards

**Above Level:**

- River Otters

**On-Level:**

- All About Earthworms

**Below Level:**

- Animals Can Move

**Technology Infusion****Teacher Technology:**

- Chromebook
- SeeSaw
- Smartboard

**Student Technology:**

- ipad
- Chromebook
- Kindle
- Smartboard
- Osmo
- BeeBots

**Activities:**

- Students will use SeeSaw to retell stories.

| Standard  | Standard Description   |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

**Interdisciplinary Integration****Activities:**

- Students will read nonfiction books to research animals and their Habitats and create a diorama for a chosen animal.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>

- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard                          | Standard Description   |
|-----------------------------------|--|
| K-ESS3-1 Earth and Human Activity | Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. |

### 21<sup>st</sup> Century Life Skills

**Activities:**

- Students will create a community helper research journal.

| Standard  | Standard Description   |
|-----------|--|
| 9.2.4.A.3 | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. |

### Careers

**Activities:**

- Students will research a chosen community helper and present findings.

| Standard | Standard Description                                       |
|----------|--|
| CRP2     | Apply appropriate academic and technical skills.           |
| CRP6     | Demonstrate creativity and innovation.                     |
| CRP7     | Employ valid and reliable research strategies.             |
| CRP10    | Plan education and career paths aligned to personal goals. |
| CRP11    | Use technology to enhance productivity.                    |

### Standards

| Standard # | Standard Description |
|------------|----------------------|
|------------|----------------------|

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|----------|--|
| RL.K.1.  | With prompting and support, ask and answer questions about key details in a text.  |
| RL.K.2.  | With prompting and support, retell familiar stories, including key details.  |
| RL.K.3.  | With prompting and support, identify characters, settings, and major events in a story.  |
| RL.K.4.  | Ask and answer questions about unknown words in a text.  |
| RL.K.5.  | Recognize common types of texts (e.g., storybooks, poems).   |
| RL.K.6.  | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   |
| 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). |
| RL.K.9.  | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   |
| RL.K.10. | Actively engage in group reading activities with purpose and understanding.  |
| RI.K.1.  | With prompting and support, ask and answer questions about key details in a text.  |
| RI.K.2.  | With prompting and support, identify the main topic and retell key details of a text.  |
| RI.K.3.  | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  |
| RI.K.4.  | With prompting and support, ask and answer questions about unknown words in a text.  |
| RI.K.5.  | Identify the front cover, back cover, and title page of a book.  |
| RI.K.6.  | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  |
| RI.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). |
| RI.K.8.  | With prompting and support, identify the reasons an author gives to support points in a text.  |



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| RI.K.9.  | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  |
| RI.K.10. | Actively engage in group reading activities with purpose and understanding.  |
| W.K.1.   | 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., <i>My favorite book is...</i> ). |
| W.K.2.   | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  |
| W.K.3.   | 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.   |
| W.K.5.   | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  |
| W.K.6.   | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.   |
| W.K.7.   | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  |
| W.K.8.   | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   |
| SL.K.1   | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  |
| SL.K.1.A | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  |
| SL.K.1.B | Continue a conversation through multiple exchanges.  |
| 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.   |

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| SL.K.3.  | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.         |
| SL.K.4.  | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.      |
| SL.K.5.  | Add drawings or other visual displays to descriptions as desired to provide additional detail.                        |
| SL.K.6.  | Speak audibly and express thoughts, feelings, and ideas clearly.  |
| L.K. 1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                |
| L.K. 1.A | Print many upper- and lowercase letters.  |
| L.K. 1.B | Use frequently occurring nouns and verbs.   |
| L.K.1.C  | Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).                       |
| L.K.1.E  | Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).         |
| L.K.1F   | Produce and expand complete sentences in shared language activities.  |
| L.K.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.    |
| L.K.5.   | With guidance and support from adults, explore word relationships and nuances in word meanings.                       |
| L.K.5.A. | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.   |
| L.K.5.B  | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) |
| L.K.5.C. | Identify real-life connections between words and their use (e.g., note places at school that are colorful).           |
| L.K.6    | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.             |
| RF.K.1.A | Follow words from left to right, top to bottom, and page by page.   |
| RF.K.1.B | Recognize that spoken words are represented in written language by specific sequences of letters.                     |
| RF.K.1.C | Understand that words are separated by spaces in print.   |

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| RF.K.1.D  | Recognize and name all upper- and lowercase letters of the alphabet.   |
| RF.K.2    | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| RF.K.2.A. | Recognize and produce rhyming words.   |
| RF.K.2.B  | Count, pronounce, blend, and segment syllables in spoken words.  |
| RF.K.2.C  | Blend and segment onsets and rimes of single-syllable spoken words.  |
| RF.K.2.D  | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.) |
| RF.K.2.E  | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words   |
| RF.K.3.A  | 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.  |
| RF.K.3.B  | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.   |
| RF.K.3.C  | Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).  |
| RF.K.3.D  | Distinguish between similarly spelled words by identifying the sounds of the letters that differ   |
| RF.K.4    | Read emergent-reader texts with purpose and understanding.   |

| Differentiation   |  |   |   |
|---|--|---|---|
| Special Education   | English Language Learners (ELL)  | Response to Intervention (RTI)  | Enrichment  |
| <ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> </ul> | <ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> </ul> | <ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> </ul> | <ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> <li>● Adaptive writing utensils</li> <li>● Review of directions</li> <li>● Space for movement or breaks</li> <li>● Scribing</li> <li>● Provide color coded materials</li> <li>● Providing visual aids</li> <li>● Making sure directions are understood by recording on the board, clarifying, rephrasing, and repeating directions</li> <li>● Breaking larger assignments into smaller manageable chunks</li> <li>● Using nonverbal cues to remain on task</li> <li>● Praising specific behaviors</li> <li>● Allowing short breaks between tasks</li> </ul> | <ul style="list-style-type: none"> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul> | <ul style="list-style-type: none"> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> <li>● Selection of evidence-based interventions on an individual basis</li> <li>● Use of growth mindset statements to promote optimism academic</li> <li>● Teaching through multi-sensory modes</li> <li>● Providing study skills training/learning strategies</li> <li>● Providing frequent, immediate, and positive feedback</li> <li>● Increasing the immediacy of earned rewards</li> <li>● Provide student choices</li> <li>● Build frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners</li> <li>● Use reading partners and skilled peer or adult mentors to provide academic support</li> <li>● Use graphic organizers to focus attention on key elements, concepts, or ideas</li> </ul> | <ul style="list-style-type: none"> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul> |
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| <ul style="list-style-type: none"><li>● Use multi-sensory techniques to present information</li><li>● Provide opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs-up, partner share, etc.)</li><li>● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately</li></ul> |  |  |  |
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**Califon Public School  
English Language Arts Curriculum**

|  |                            |                  |                        |
|--|----------------------------|------------------|------------------------|
| <b>Subject: ELA</b>  | <b>Grade: Kindergarten</b> | <b>Unit #: 5</b> | <b>Pacing: 8 weeks</b> |
| <b>Unit Title: Thinking Critically About Text, Extending Narratives and Writing Poetry</b> |                            |                  |                        |

**OVERVIEW OF UNIT:**

**Reading Workshop-**

In this unit students apply their evaluative strategies to the texts they are reading. They respond to characters, ask questions before, during and after reading, and evaluate genres of text. Students will have a deeper understanding of story elements, and they respond to the text orally or in writing. Students use their reading strategies to tackle tricky parts of text and ask and answer questions about the text.

**Writing Workshop-**

In this unit, students revisit their personal narratives and extend their writing using pictures, details, and feedback from peers. Students learn to explore language and appreciate the pace and rhythm of words. Through poetry, students learn to deliberately craft their language, capture their feelings, and have fun with words.

**Foundations-**

In this unit, students will learn correct sentence structure.

| <b>Unit References</b>   |   |
|--|---|
| <b>Big Ideas</b>   | <b>Essential Questions</b>  |
| <ul style="list-style-type: none"> <li>● Every letter of the alphabet has a corresponding sound.</li> <li>● Words are made up of sounds, or phonemes, and each phoneme is represented by a letter or group of letters.</li> <li>● Trick words are words that don't follow the known rules or patterns.</li> <li>● A sentence is a group of words that expresses a complete thought. It begins with a capital letter and closes with ending punctuation.</li> </ul> | <ul style="list-style-type: none"> <li>● What is the relationship between letters and sounds?</li> <li>● How are words built?</li> <li>● What are trick words?</li> <li>● What is a sentence?</li> <li>● What do good readers do?</li> <li>● How can asking questions before, during, and after reading help me understand a text?</li> <li>● How can I show what I know about a text?               <ul style="list-style-type: none"> <li>● How do nonfiction books differ from fiction books?</li> </ul> </li> </ul> |

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|--|---|
| <ul style="list-style-type: none"> <li>● Readers use information that they already know to make connections to help them understand a text.</li> <li>● Readers use strategies to help them when they come to a tricky part of a text. They use the pictures, get their mouths ready, begin the first letter, look for parts they know, and reread.</li> <li>● Readers learn information by listening to and reading texts.</li> <li>● Readers make sense of text.</li> <li>● Readers decode words to help them understand a text.</li> <li>● Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</li> <li>● Effective readers evaluate the content, reasoning, and claims in texts and other formats.</li> <li>● Books have a structure. Fiction and nonfiction books have different structures.</li> <li>● Pictures can help me understand the story.</li> <li>● Asking questions can help me understand the story</li> <li>● Poetry is a unique way to communicate thoughts and feelings.</li> <li>● Poetry has a unique form and uses precise words to convey its meaning.</li> <li>● Writing should be purposefully focused and organized so that it clearly communicates the ideas to the reader.</li> <li>● Writers write for specific audiences and purposes.</li> <li>● Writers gather ideas and choose an idea for writing.</li> <li>● Writers get their ideas on paper so readers can understand them.</li> <li>● Writers get help from teachers, peers, and resources.</li> <li>● Writers revise to make their ideas clearer.</li> <li>● Writing is strengthened through revising and editing.</li> <li>● Writers edit for punctuation, spelling, grammar, and conventions.</li> <li>● Writers publish some of their work.</li> </ul> | <ul style="list-style-type: none"> <li>● What are the structures of and text features for nonfiction texts?</li> <li>● What do good writers do?</li> <li>● Why am I writing this piece? How do I develop my writing?</li> <li>● How can I make my writing easy for my readers to understand?</li> <li>● How can I add more details to my stories?</li> <li>● How can I make my stories easier to read?</li> <li>● What tools can I use to make my stories easy to read?</li> <li>● How can my writing partner help me make my story better?</li> <li>● How does the form and structure of poetry differ from prose?</li> <li>● How can I use poems to communicate my feelings and images of everyday life?</li> </ul> |
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### Objectives

- Students will be able to write dictated sentences using capitalization, period, and word spacing
- Students will be able to blend and read CVC words
- Students will be able to segment and spell CVC words

- Students will be able to demonstrate phonemic awareness skills
- Students will be able to demonstrate an understanding of sentence proofreading procedure
- Students will be able to demonstrate prosody with echo reading
- Students will be able to identify high frequency and phonetically irregular words (Trick Words): or, for, of, have, from, by, my, do, one
- Students will be able to ask and answer questions about a text
- Students will be able to ask and answer questions about a text before, during, and after reading
- Students will be able to listen to a story and tell key details
- Students will be able to retell the story using key details
- Students will be able to identify the main idea and key details in a text
- Students will be able to describe the connection between two events, ideas, or pieces of information in a text
- Students will be able to explain how adventures and experiences of characters in stories are alike and different
- Students will be able to identify unknown words in a text
- Students will be able to explain how illustrations show parts of the story and help the reader understand the story
- Students will be able to use fix-up strategies when they come to a tricky word or part of the text
- Students will be able to recognize sight words in text
- Students will be able to check picture to help figure out what words say
- Students will be able to identify common characters, setting, and major events in a story
- Students will be able to determine characters' mood by focusing on photographs and illustrations
- Students will be able to develop fluency and intonation
- Students will be able to use repetition, figurative language and sensory words to write poems
- Students will be able to understand that poetry is a unique way to communicate thoughts and feelings
- Students will be able to writers tell and write stories in sequential order.
- Students will be able to writers answer questions about their writing.
- Students will be able to listen to the feedback of teachers and peers.
- Students will be able to add details to help the reader understand the text

## Assessment

### Formative Assessment:

- Anecdotal notes
- Teacher observation
- Class discussion
- Homework
- Tests
- Think-Pair-Share



- Student writings

**Summative Assessment:**

- DRA
- Project Based Learning
- Interdisciplinary Projects
- Portfolio

**Benchmark:**

- Link it

**Alternative:**

- Modified work
- Modified tests
- Modified materials

**Key Vocabulary**

author, illustrator, characters, setting, predictions, compare, contrast, connect, main idea, details, writing process, nouns, verbs, adjectives, left, right, spacing, CVC words, blending, rhyme, initial, final, plural nouns, opinion, predictions, punctuation, question words, spacing

**Resources & Materials**

- Word Wall
- Library Books
- Drawing/Writing Paper
- Writing Tools
- Big Books
- Graphic Organizers
- Writing Rubric
- Leveled Library Books
- Pointer
- Words I Use When I Write
- Student Notebooks
- Mentor Texts
- Audiobooks
- Listening Device
- Headphones

- Whiteboard
- Chart Paper and Markers
- Letter/Sound Chart
- Color Coded Alphabet Letter Tiles
- Color Coded Alphabet Cards
- Write On/Wipe Off Boards
- Music CD
- Audiobooks/CDs
- Index Cards
- Scissors
- Pre-Decodable Books
- Decodable Books
- Big Book of Rhymes and Songs
- Pocket Chart
- Dry Erase Markers and Boards
- Magnetic boards with primary writing lines and markers
- Magnetic letters
- Word Wall
- High frequency Word Cards
- Large Alphabet Cards

**Above Level:**

- I Did Not Give Up

**On-Level:**

- I Wonder

**Below Level:**

- After School

**Technology Infusion**

**Teacher Technology:**

- Chromebook
- SeeSaw
- Smartboard

**Student Technology:**

- ipad

- Chromebook
- Kindle
- Smartboard
- Osmo
- BeeBots

**Activities:**

- Students will use SeeSaw to present poetry.

| Standard  | Standard Description   |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

### Interdisciplinary Integration

**Activities:**

- Students will read nonfiction books to research ocean animals and write a poem for a chosen animal.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description   |
|----------|--|
| K-LS1-1. | Use observations to describe patterns of what plants and animals (including humans) need to survive. |

### 21<sup>st</sup> Century Life Skills

**Activities:**

- Students will research marine biologists.

| <b>Standard</b> | <b>Standard Description</b>  |
|-----------------|--|
| 9.2.4.A.3       | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. |

| <b>Careers</b>   |  |
|--|--|
| <b>Activities:</b>   |  |
| <ul style="list-style-type: none"> <li>Students will research marine biologists and present findings.</li> </ul> |  |
| <b>Standard</b>  | <b>Standard Description</b>                                |
| CRP2   | Apply appropriate academic and technical skills.           |
| CRP6   | Demonstrate creativity and innovation.                     |
| CRP7   | Employ valid and reliable research strategies.             |
| CRP10  | Plan education and career paths aligned to personal goals. |
| CRP11  | Use technology to enhance productivity.                    |

| <b>Standards</b>  |  |
|-------------------|--|
| <b>Standard #</b> | <b>Standard Description</b>  |
| RL.K.1.           | With prompting and support, ask and answer questions about key details in a text.  |
| RL.K.2.           | With prompting and support, retell familiar stories, including key details.  |
| RL.K.3.           | With prompting and support, identify characters, settings, and major events in a story.  |
| RL.K.4.           | Ask and answer questions about unknown words in a text.  |
| RL.K.5.           | Recognize common types of texts (e.g., storybooks, poems).   |
| RL.K.6.           | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   |
| 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). |
| RL.K.9.           | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   |
| RL.K.10.          | Actively engage in group reading activities with purpose and understanding.  |

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| RI.K.1.  | With prompting and support, ask and answer questions about key details in a text.  |
| RI.K.2.  | With prompting and support, identify the main topic and retell key details of a text.  |
| RI.K.3.  | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  |
| RI.K.4.  | With prompting and support, ask and answer questions about unknown words in a text.  |
| RI.K.5.  | Identify the front cover, back cover, and title page of a book.  |
| RI.K.6.  | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  |
| RI.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).   |
| RI.K.8.  | With prompting and support, identify the reasons an author gives to support points in a text.  |
| RI.K.9.  | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  |
| RI.K.10. | Actively engage in group reading activities with purpose and understanding.  |
| W.K.1.   | 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., <i>My favorite book is...</i> ). |
| W.K.2.   | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  |
| W.K.3.   | 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.   |
| W.K.5.   | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  |
| W.K.6.   | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.   |

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| W.K.7.   | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  |
| W.K.8.   | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   |
| SL.K.1   | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  |
| SL.K.1.A | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  |
| SL.K.1.B | Continue a conversation through multiple exchanges.  |
| 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. |
| SL.K.3.  | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  |
| SL.K.4.  | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   |
| SL.K.5.  | Add drawings or other visual displays to descriptions as desired to provide additional detail.   |
| SL.K.6.  | Speak audibly and express thoughts, feelings, and ideas clearly.   |
| L.K. 1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| L.K. 1.A | Print many upper- and lowercase letters.   |
| L.K. 1.B | Use frequently occurring nouns and verbs.  |
| L.K.1.C  | Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).  |
| L.K.1.E  | Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).  |
| L.K.1F   | Produce and expand complete sentences in shared language activities.   |

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| L.K.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| L.K.5.    | With guidance and support from adults, explore word relationships and nuances in word meanings.  |
| L.K.5.A.  | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  |
| L.K.5.B   | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)  |
| L.K.5.C.  | Identify real-life connections between words and their use (e.g., note places at school that are colorful).  |
| L.K.6     | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  |
| RF.K.1.A  | Follow words from left to right, top to bottom, and page by page.  |
| RF.K.1.B  | Recognize that spoken words are represented in written language by specific sequences of letters.  |
| RF.K.1.C  | Understand that words are separated by spaces in print.  |
| RF.K.1.D  | Recognize and name all upper- and lowercase letters of the alphabet.   |
| RF.K.2    | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| RF.K.2.A. | Recognize and produce rhyming words.   |
| RF.K.2.B  | Count, pronounce, blend, and segment syllables in spoken words.  |
| RF.K.2.C  | Blend and segment onsets and rimes of single-syllable spoken words.  |
| RF.K.2.D  | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.) |
| RF.K.2.E  | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words   |
| RF.K.3.A  | 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.  |
| RF.K.3.B  | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.   |

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| RF.K.3.C | Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ). |
| RF.K.3.D | Distinguish between similarly spelled words by identifying the sounds of the letters that differ        |
| RF.K.4   | Read emergent-reader texts with purpose and understanding.  |

| Differentiation   |  |  |  |
|---|--|--|--|
| Special Education   | English Language Learners (ELL)  | Response to Intervention (RTI)   | Enrichment   |
| <ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> <li>● Adaptive writing utensils</li> <li>● Review of directions</li> <li>● Space for movement or breaks</li> </ul> | <ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul> | <ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> <li>● Selection of evidence-based interventions on an individual basis</li> <li>● Use of growth mindset statements to promote optimism academic</li> <li>● Teaching through multi-sensory modes</li> <li>● Providing study skills training/learning strategies</li> <li>● Providing frequent, immediate, and positive feedback</li> <li>● Increasing the immediacy of earned rewards</li> <li>● Provide student choices</li> </ul> | <ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul> |



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| <ul style="list-style-type: none"> <li>● Scribing</li> <li>● Provide color coded materials</li> <li>● Providing visual aids</li> <li>● Making sure directions are understood by recording on the board, clarifying, rephrasing, and repeating directions</li> <li>● Breaking larger assignments into smaller manageable chunks</li> <li>● Using nonverbal cues to remain on task</li> <li>● Praising specific behaviors</li> <li>● Allowing short breaks between tasks</li> <li>● Use multi-sensory techniques to present information</li> <li>● Provide opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs-up, partner share, etc.)</li> <li>● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately</li> </ul> |  | <ul style="list-style-type: none"> <li>● Build frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners</li> <li>● Use reading partners and skilled peer or adult mentors to provide academic support</li> <li>● Use graphic organizers to focus attention on key elements, concepts, or ideas</li> </ul> |  |
|--|--|---|--|