

**Califon Public School
Curriculum**

Subject: ELA	Grade: Kindergarten	Unit #: 1	Pacing: 8 weeks
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Unit Title: Building a Community of Readers and Writers**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.

Foundations-

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

Big Ideas

- Good readers understand how books work and know how to handle and care for books.
- Good readers participate in active listening and can ask and answer questions about the books they read and/or are read to them.
- Good readers read for a variety of purposes. Good readers have a purpose for reading each time they engage with a text.
- There are different kinds of books for different purposes.
- Good readers build their reading "muscles" to read for increasingly longer periods of time.
- Effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- Every letter of the alphabet has a corresponding sound.
- Words are made up of sounds, or phonemes, and each phoneme is represented by a letter or group of letters.
- Trick words are words that don't follow the known rules or patterns.
- A sentence is a group of words that expresses a complete thought. It begins with a capital letter and closes with ending punctuation.
- Writing should be needs to be purposefully focused and organized so that it clearly communicates the ideas to the reader.
- Writers write for specific audiences and purposes.
- Writers gather ideas and choose an idea for writing.
- Writers get their ideas on paper so readers can understand them.
- Writers get help from teachers, peers, and resources.
- Writing is strengthened through revising and editing.
- Writers revise to make their ideas clearer.
- Writers edit for punctuation, spelling, grammar, and conventions.
- Writers publish some of their work.
- 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.

Essential Questions

- What are the behaviors that good readers exhibit during reading time?
- How do we handle and care for books?
- How do books "work"?
- How can I build my reading "muscles"?
- Why do readers read? What are the purposes for reading?
- Am I clear about what I just read? How do I know?
- What is the relationship between letters and sounds?
- How are words built?
- What are trick words?

- What is a sentence?
- What do good writers do?
- Why am I writing this piece? How do I develop my writing?
- How can I make my writing easy for my readers to understand?
- How can I use the stories I hear to help me write my own stories?
- What are the parts of a story?
- How can I retell a story (beginning, middle, end)?
- What are the characters, setting, and major events in a story?
- What are the main ideas and key details in nonfiction text?
- How do pictures help me understand the story?
- How does asking questions help me understand the story?
- What do good readers do?
- Do I understand what I just read? How do I know?
- What makes a "great" story?
- How do the illustrations and the author's choice of words have an impact on the reader?

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 the 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

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
- Promethean Board

Student Technology:

- ipad
- Chromebook
- Kindle
- Promethean Board
- Osmo
- BeeBots

Activities:	
Students will identify initial letter sounds on Headsprout.	
Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

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 <u>What Every Educator Should Know About Using Google</u> by Shell Education - Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml - International Literacy Association Read Write Think - http://www.readwritethink.org/	
Standard	Standard Description
NJSLS - Science K-LS1-1.	Use observations to describe patterns of what plants and animals (including humans) need to survive.

21st Century Life Skills Standards

Activities:	
Students will read several stories about school and develop a list of classroom rules.	
Standard	Student Learning Objectives
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:	
Students will communicate with group members in working for a common goal.	
Practice	Description
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and

	long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problemey carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through theis when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standards	
Standard #	Standard Description
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text.
RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
RL.IT.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.
RL.CR.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.CI.K.2.	With prompting and support, identify the main topic and retell key details of an informational text (e.g., who, what, where, when, why, how).

RI.TS.K.4.	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
RI.K.10.	Actively engage in group reading activities with purpose and understanding.
W.AW.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.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
W.WP.K.4	With prompts and support, recognize that writing carries a message and should make sense to others.
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
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.KL.K.3	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
L.KL.K.3.A	Use frequently occurring nouns and verbs.
L.KL.K.3.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
L.KL.K.3.C	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.KL.K.3.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.KL.K.3.E	Produce and expand complete sentences in shared language activities.
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., dog, dogs; wish, wishes).
L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.1F	Produce and expand complete sentences in shared language activities.

L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.VL.K.2.B	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.VI.K.3	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.
L.RF.K.2.A	Recognize and produce rhyming words.
L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
L.WF.K.1	Demonstrate command of the conventions of writing.
L.WF.K.1.A	Match upper and lowercase letters.
L.WF.K.1.B	Write upper and lower case letters, with reference to a model.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write common grapheme (letter or letter group) for each phoneme.
L.WF.K.1.F	Orally segment all the phonemes in any single syllable, spoken word.
L.WF.K.2.A	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
L.WF.K.2.B	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing or selecting a missing initial or final consonant when spelling a CVC word.
L.WF.K.2.C	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
L.WF.K.2.D	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing frequently used words accurately.
L.WF.K.2.E	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by attempting phonetic spellings of unknown words.
L.WF.K.2.F	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing initial and final consonant blends (must, slab, plump)
L.WF.K.3	Demonstrate command of the conventions of sentence composition.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.K.3.B	Write simple sentences.

L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.
L.WF.K.3.F	Write sentences with increasing complexity.
L.WF.K.3.G	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
L.WF.K.3.H	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.WF.K.3.I	With support, distinguish between a complete sentence and a sentence fragment.
L.WF.K.3.J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
L.WF.K.3.K	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L.WF.K.3.L	Use conjunctions appropriately in sentences (e.g., and, but, and because).

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	

- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: Kindergarten	Unit #: 2	Pacing: 8 weeks
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Unit Title: Reading Pattern Books and Writing for Readers

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.

Big Ideas

- Readers use information that they already know to make connections to help them understand a text.
- 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.
- Readers learn information by listening to and reading texts.
- Readers make sense of text.
- Readers decode words to help them understand a text.
- 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.
- 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
- Writing should be purposefully focused and organized so that it clearly communicates the ideas to the reader.

- Writers write for specific audiences and purposes.
- Writers gather ideas and choose an idea for writing.
- Writers get their ideas on paper so readers can understand them.
- Writers get help from teachers, peers, and resources.
- Writers revise to make their ideas clearer.
- Writing is strengthened through revising and editing.
- Writers edit for punctuation, spelling, grammar, and conventions.
- Writers publish some of their work.

Essential Questions

- How can I use what I already know to understand a text?
- What do I do when I come to a tricky part of a text?
- What new information can I learn from a text?
- What can I do when I come to a word I don't know?
- How can I show I understand a text?
- What do good readers do?
- How do I know I understand what I read?
- How do pictures help me understand the story? How can pictures help me understand new words?
- What do good writers do?
- Why am I writing this piece? How do I develop my writing?
- How can I make my writing easy for my readers to understand?
- How can I use the stories I hear to help me write my own stories?
- How can I add more details to my stories?
- How can I make my stories easier to read?
- What tools can I use to make my stories easy to read?
- How can my writing partner help me make my story better?

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 manipulating 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
- Promethean Board

Student Technology:

- ipad
- Chromebook
- Kindle
- Promethean Board
- Osmo
- BeeBots

Activities:

- Students will use Osmo Words to practice beginning sounds, ending sounds, and CVC words.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration**Activities:**

- Students will read informational text to learn about the First Thanksgiving.

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 Educator 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
- International Literacy Association Read Write Think - <http://www.readwritethink>

Standard	Standard Description
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6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity
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21st Century Life Skills Standards

Activities:

- Students will read informational texts about voting and participate in a mock vote.
- Students will write letters to Veterans to thank them for their service.

Standard	Student Learning Objectives
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- Students will complete a research project on the First Thanksgiving.

Practice	Description
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standards	
Standard #	Standard Description
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text.
RL.TS. K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
RL.MF.K.6	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.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.CR.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.MF.K.6	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.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, descriptions, or procedures).
W.AW.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.IW.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
W.IW.K.2.A	Introduce a topic.
W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
W.WP.K.4	With prompts and support, recognize that writing carries a message and should make sense to others.
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
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.KL.K.3	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
L.KL.K.3.A	Use frequently occurring nouns and verbs.
L.KL.K.3.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
L.KL.K.3.C	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.KL.K.3.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.KL.K.3.E	Produce and expand complete sentences in shared language activities.
L.VI.K.3	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.VI.K.3.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.VI.K.3.D	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>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.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
L.RF.K.1.C	Understand that words are separated by spaces in print.
L.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.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.WF.K.1.A	Match upper and lowercase letters.
L.WF.K.1.B	Write upper and lower case letters, with reference to a model.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write common grapheme (letter or letter group) for each phoneme.

L.WF.K.1.F	Orally segment all the phonemes in any single syllable, spoken word.
L.WF.K.3	Demonstrate command of the conventions of sentence composition.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.K.3.B	Write simple sentences.
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.
L.WF.K.3. F	Write sentences with increasing complexity.
L.WF.K.3. G	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
L.WF.K.3. H	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.WF.K.3. I	With support, distinguish between a complete sentence and a sentence fragment.
L.WF.K.3. J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
L.WF.K.3. K	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L.WF.K.3. L	Use conjunctions appropriately in sentences (e.g., and, but, and because).

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building	

- Provide teacher notes
- Use collaborative grouping strategies such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: Kindergarten	Unit #: 3	Pacing: 8 weeks
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Unit Title: Reading for Fluency, How-to Writing

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.

Big Ideas

- Different genres of text have different components and characteristics.
- Authors give readers clues to help them understand the story.
- Fiction stories have elements that will help me understand the story.
- Books have a structure. Fiction and nonfiction books have different structures.
- When a word doesn't make sense, what can I do?
- How can I make my reading more fluent?
- Writing is a way to communicate what I know and help my readers learn how to do something.
- Students accept and offer feedback to peers
- Use pictures and/or words to communicate their ideas
- Listen to the feedback of teachers and peers.
- Add details to help the reader understand the text

Essential Questions

- What are the key components of a specific genre?
- How do I use the story elements and story grammar to understand a story?
- What clues does the author give me to help me understand the story?
- How do pictures help me understand the story?
- How does asking questions help me understand the story?
- What do good readers do?
- Do I understand what I just read? How do I know?
- What do I do when I come to a tricky part of a text?
- When a word doesn't make sense, what can I do?
- How can I make my reading more fluent?
- What do good writers do?
- Why am I writing this piece? How do I develop my writing?
- How can I make my writing easy for my readers to understand?
- What am I an “expert” out and how can I help my readers understand the procedure?
- How can I use drawings, labels, and words to give information about my topic?

Objectives

- Students will be able to use patterns to figure out tricky parts of a book
- Students will be able to use picture cues to help determine the meaning of unknown words
- Students will be able to use all of their reading strategies to figure out tricky parts in a text
- Students will be able to read individually and with a partner
- Students will be able to develop reading stamina and read many books
- Students will be able to use punctuation clues and phrasing to read fluently
- Students will be able to write a booklet of at least three pages
- Students will be able to use diagrams, illustrations, and labels as well as words to explain a procedure.
- Students will be able to 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
- 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 • Promethean Board Student Technology: • ipad • Chromebook • Kindle • Promethean Board • Osmo • BeeBots Activities:

Teacher Technology:

- Chromebook
- SeeSaw
- Promethean Board

Student Technology:

- ipad
- Chromebook
- Kindle
- Promethean Board
- Osmo
- BeeBots

Activities:

Students will practice fluency with Headsprout leveled readers.	
Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

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 Educator 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
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

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

Practice	Description
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to

	the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standards	
Standard #	Standard Description
RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.PP. K.5.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.MF.K.6	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.CI.K.2.	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
RI.PP.K.5.	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.MF.K.6	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.AW.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.IW.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.IW.K.2.A	Introduce a topic.
W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
W.WP.K.4	With prompts and support, recognize that writing carries a message and should make sense to others.
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
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.KL.K.3	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
L.KL.K.3.A	Use frequently occurring nouns and verbs.
L.KL.K.3.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
L.KL.K.3.C	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.KL.K.3.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.KL.K.3.E	Produce and expand complete sentences in shared language activities.
L.K.1F	Produce and expand complete sentences in shared language activities.
L.VI.K.3	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.VI.K.3.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.VI.K.3.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
L.VI.K.3.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.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
L.RF.K.1.C	Understand that words are separated by spaces in print.
L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
L.RF.K.2.A.	Recognize and produce rhyming words.
L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.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.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.WF.K.1.A	Match upper and lowercase letters.
L.WF.K.1.B	Write upper and lower case letters, with reference to a model.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write common grapheme (letter or letter group) for each phoneme.
L.WF.K.1.F	Orally segment all the phonemes in any single syllable, spoken word.
L.WF.K.2.A	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
L.WF.K.2.B	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing or selecting a missing initial or final consonant when spelling a CVC word.
L.WF.K.2.C	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
L.WF.K.2.D	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing frequently used words accurately.
L.WF.K.2.E	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by attempting phonetic spellings of unknown words.
L.WF.K.2.F	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing initial and final consonant blends (must, slab, plump)
L.WF.K.3	Demonstrate command of the conventions of sentence composition.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.K.3.B	Write simple sentences.

L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.
L.WF.K.3. F	Write sentences with increasing complexity.
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L.WF.K.3. L	Use conjunctions appropriately in sentences (e.g., and, but, and because).

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Response to Intervention (RTI)	

- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
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- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



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

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.

Fundations-

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

Big Ideas

- Readers use information that they already know to make connections to help them understand a text.
- Readers learn information by listening to and reading texts.
- Readers make sense of text.
- Effective readers evaluate the content, reasoning, and claims in texts and other formats.
- Books have a structure. Fiction and nonfiction books have different structures.
- Using what I know about a topic can help me learn new information
- Asking questions can help me understand a text.
- Readers use information that they already know to make connections to help them understand a text.

- 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.
- Readers make sense of text.
- Asking questions can help me understand the text.
- Effective readers evaluate the content, reasoning, and claims in texts and other formats.
- Writing is a way to make changes and solve problems in my school, community, and the world.
- Writing should be needs to be purposefully focused and organized so that it clearly communicates the ideas to the reader.
- Writers write for specific audiences and purposes.
- Writers gather ideas and choose an idea for writing.
- Writers get their ideas on paper so readers can understand them.
- Writers get help from teachers, peers, and resources.
- Writers revise to make their ideas clearer.
- Writing is strengthened through revising and editing.
- Writers edit for punctuation, spelling, grammar, and conventions.
- Writers publish some of their work.

Essential Questions

- How can I use what I already know to understand a text?
- What new information can I learn from a text?
- What can I do when I come to a word I don't know?
- How can I show I understand a text?
- How do nonfiction books differ from fiction books?
- What are the structures of and text features for nonfiction texts?
- What can I do when I come to a word I don't know?
- How do I know I understand a text?
- How can I show I understand a text?
- What do good readers do?
- What strategies can I use to help me understand a tricky part of the text?
- What strategies can I use to help me understand new words?
- How can asking questions before, during, and after reading help me understand a text?
- How can I show what I know about a text?
- What do good writers do?
- Why am I writing this piece? How do I develop my writing?
- How can I make my writing easy for my readers to understand?
- What do I see that needs to be changed?
- How can I convince someone to agree with me?
- How can I use my writing to make a change in the world?

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
- Promethean Board

Student Technology:

- ipad
- Chromebook
- Kindle
- Promethean Board
- Osmo
- BeeBots

Activities:

- Students will use SeeSaw to retell stories.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

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 Educator 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
- 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.

21st Century Life Skills Standards

Activities:

- Students will create a community helper research journal.

Standard	Student Learning Objectives
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

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

Practice	Description
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their

	organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standards	
Standard #	Standard Description
RLCR.K.1.	With prompting and support, ask and answer questions about key details in a literary text.
RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.TS.K.4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
RLPP.K.5.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.MF.K.6	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.CR.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.CI.K.2.	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
RI.IT.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.TS.K.4.	Recognize common types of informational texts (e.g., biographies, recipes, how-to-manuals) and identify features of print (front cover, back cover, and title page of a book).
RI.PP.K.5.	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.MF.K.6	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.AA.K.7	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.AW.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.IW.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
W.IW.K.2.A	Introduce a topic.
W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
W.WP.K.4	With prompts and support, recognize that writing carries a message and should make sense to others.
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
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.KL.K.3	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
L.KL.K.3.A	Use frequently occurring nouns and verbs.
L.KL.K.3.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
L.KL.K.3.C	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.KL.K.3.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.KL.K.3.E	Produce and expand complete sentences in shared language activities.
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.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.VL.K.2.B	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.VI.K.3.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
L.VI.K.3.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.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
L.RF.K.1.C	Understand that words are separated by spaces in print.
L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
L.RF.K.2.A.	Recognize and produce rhyming words.
L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
L.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.
L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

L.WF.K.1.A	Match upper and lowercase letters.
L.WF.K.1.B	Write upper and lower case letters, with reference to a model.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write common grapheme (letter or letter group) for each phoneme.
L.WF.K.1.F	Orally segment all the phonemes in any single syllable, spoken word.
L.WF.K.2.A	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
L.WF.K.2.B	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing or selecting a missing initial or final consonant when spelling a CVC word.
L.WF.K.2.C	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
L.WF.K.2.D	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing frequently used words accurately.
L.WF.K.2.E	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by attempting phonetic spellings of unknown words.
L.WF.K.2.F	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing initial and final consonant blends (must, slab, plump)
L.WF.K.3	Demonstrate command of the conventions of sentence composition.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.K.3.B	Write simple sentences.
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.
L.WF.K.3. F	Write sentences with increasing complexity.
L.WF.K.3. G	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
L.WF.K.3. H	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.WF.K.3. I	With support, distinguish between a complete sentence and a sentence fragment.
L.WF.K.3. J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
L.WF.K.3. K	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L.WF.K.3. L	Use conjunctions appropriately in sentences (e.g., and, but, and because).
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Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	
Enrichment	
• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts	

- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: Kindergarten	Unit #: 5	Pacing: 8 weeks
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Unit Title: Thinking Critically About Text, Extending Narratives and Writing Poetry

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.

Big Ideas

- Every letter of the alphabet has a corresponding sound.
- Words are made up of sounds, or phonemes, and each phoneme is represented by a letter or group of letters.
- Trick words are words that don't follow the known rules or patterns.
- A sentence is a group of words that expresses a complete thought. It begins with a capital letter and closes with ending punctuation.
- Readers use information that they already know to make connections to help them understand a text.
- 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.
- Readers learn information by listening to and reading texts.
- Readers make sense of text.
- Readers decode words to help them understand a text.
- 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.
- 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
- Poetry is a unique way to communicate thoughts and feelings.
- Poetry has a unique form and uses precise words to convey its meaning.
- Writing should be purposefully focused and organized so that it clearly communicates the ideas to the reader.
- Writers write for specific audiences and purposes.
- Writers gather ideas and choose an idea for writing.
- Writers get their ideas on paper so readers can understand them.
- Writers get help from teachers, peers, and resources.
- Writers revise to make their ideas clearer.
- Writing is strengthened through revising and editing.
- Writers edit for punctuation, spelling, grammar, and conventions.
- Writers publish some of their work.

Essential Questions

- What is the relationship between letters and sounds?
- How are words built?
- What are trick words?
- What is a sentence?
- What do good readers do?
- How can asking questions before, during, and after reading help me understand a text?
- How can I show what I know about a text?
- How do nonfiction books differ from fiction books?
- What are the structures of and text features for nonfiction texts?
- What do good writers do?
- Why am I writing this piece? How do I develop my writing?
- How can I make my writing easy for my readers to understand?
- How can I add more details to my stories?
- How can I make my stories easier to read?
- What tools can I use to make my stories easy to read?
- How can my writing partner help me make my story better?
- How does the form and structure of poetry differ from prose?
- How can I use poems to communicate my feelings and images of everyday life?

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
- Promethean Board

Student Technology:

- ipad
- Chromebook
- Kindle
- Promethean Board
- Osmo
- BeeBots

Activities:

- Students will use Google Classroom activities to build simple sentences.
- Students will use SeeSaw to present poetry.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

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 Educator 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
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

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

21st Century Life Skills Standards

Activities:

- Students will research marine biologists.

Standard	Student Learning Objectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- Students will research marine biologists and present findings.

Practice	Description
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of

	sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standards	
Standard #	Standard Description
RL.CR.K.1.	With prompting and support, ask and answer questions about key details in a literary text.
RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.TS.K.4.	Recognize common types of texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.MF.K.6	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.CR.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.CI.K.2.	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
RI.IT.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.TS.K.4.	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
RI.PP.K.5.	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.MF.K.6	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.AA.K.7	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.AW.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.IW.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
W.IW.K.2.A	Introduce a topic.
W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
W.WP.K.4	With prompts and support, recognize that writing carries a message and should make sense to others.
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
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.KL.K.3	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
L.KL.K.3.A	Use frequently occurring nouns and verbs.
L.KL.K.3.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

L.KL.K.3.C	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.KL.K.3.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.KL.K.3.E	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.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.VL.K.2.B	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.VI.K.3.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
L.VI.K.3.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.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
L.RF.K.1.C	Understand that words are separated by spaces in print.
L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
L.RF.K.2.A.	Recognize and produce rhyming words.
L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
L.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.
L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
L.WF.K.1.A	Match upper and lowercase letters.
L.WF.K.1.B	Write upper and lower case letters, with reference to a model.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write common grapheme (letter or letter group) for each phoneme.
L.WF.K.1.F	Orally segment all the phonemes in any single syllable, spoken word.
L.WF.K.2.A	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
L.WF.K.2.B	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing or selecting a missing initial or final consonant when spelling a CVC word.
L.WF.K.2.C	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
L.WF.K.2.D	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing frequently used words accurately.
L.WF.K.2.E	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by attempting phonetic spellings of unknown words.
L.WF.K.2.F	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing initial and final consonant blends (must, slab, plump)
L.WF.K.3	Demonstrate command of the conventions of sentence composition.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.K.3.B	Write simple sentences.
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.
L.WF.K.3. F	Write sentences with increasing complexity.
L.WF.K.3. G	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
L.WF.K.3. H	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.WF.K.3. I	With support, distinguish between a complete sentence and a sentence fragment.
L.WF.K.3. J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

L.WF.K.3. K	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L.WF.K.3. L	Use conjunctions appropriately in sentences (e.g., and, but, and because).

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	
Enrichment	
• Process should be modified: higher order thinking skills, open-ended thinking, discovery	

- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources