

Shrewsbury Borough School District

English Language Arts Curriculum Guide

Grade K

2015

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

Shrewsbury Borough School's Curriculum Writing Committee:

Approved by Shrewsbury Borough Board of Education:

October 2015

Administration:

Brent MacConnell-Superintendent
Debi Avento-Business Administrator
Erica Reynolds-Supervisor of Curriculum & Instruction
Jennifer Zona-Supervisor of Special Services

Implementation: September 2015

Course Philosophy:

(size 12 font Times New Roman)

Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experience as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with

support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

Wilson Foundations provides all students with a foundation for reading and spelling. Foundations instruction emphasizes phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. Students can enter the program at various grade and ability levels. All lesson components involve active participation. This provides learning through various modalities and also helps maintain students' focus. Foundations instruction is highly interactive, often engaging several senses simultaneously. The learning activities are designed to incorporate visual, auditory, tactile, and kinesthetic modalities

Course Description: (size 12 font Times New Roman)

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in their independent reading. The following strategies are formally taught or informally experienced in grade three of the program: Making connections/using schema, retelling, visualizing, wondering/questioning, using text features, making inferences, determining important ideas, analyzing text structure, and summarizing. Thinking tools help students implement the strategies they are learning and delve more deeply into texts. In grade K-2, the students informally use "Stop and Wonder" as preparation for "Stop and Ask Questions," a thinking tool they learn and use in grades 3-5.

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social- emotional learning for K-6 students and professional development for teachers into daily instruction. Using authentic children's literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their

writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

Fundations systematically and comprehensively instructs students in phonemic awareness and word study and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All of these are necessary for the successful development of reading comprehension. The following skills are covered within Fundations: phonological awareness, phonemic awareness and the alphabetic principle, sound mastery, forming key linkages: letter name, formation and sound, phonics, vocabulary, high frequency “trick” fluency, comprehension, spelling, handwriting, and punctuation and capitalization. During Fundations instruction, the teacher directly teaches all skills to students through modeling and active learning. The teacher provides classroom demonstrations by using manipulatives to accompany explanation of word and sentence structure. Students blend and segment sounds with finger-tapping procedures. They actively manipulate sounds by moving magnetized letters to form words and they learn basic sentence structure by constructing magnetized sentence parts. All learning involves active participation. This provides learning through various modalities and also helps maintain the students’ focus

Marking Period 1 Overview	
Units Covered: Making Meaning: Unit #1-The Reading Community: Fiction and Narrative Nonfiction Being a Writer: Unit #1- The Writing Community Unit #2-Getting Ideas Foundations: Unit #1	
Grade Level: K	
Recommended Pacing: Marking Period 1	
Unit Summary: During these units, students make text to self-connections and answer questions to understand stories. Socially, they begin to build a reading community. They learn the procedures for gathering for a read-aloud, “Turn to Your Partner,” and Individualized Daily Reading (IDR). They will answer questions to understand key details and important ideas in stories, including the central message or lesson. Through teacher modeling, the students are informally introduced to the skill of referring to the text to support their thinking. Students will begin to see themselves as contributing members of a writing community. They will hear and discuss examples of good writing, observe teacher modeled writing, and write and illustrate their own stories. In writing students will begin to understand that words and pictures tell a story.	

Students will learn procedures for read alouds, writing time, and cooperative learning structures. They will take responsibility for their learning and behavior, and develop listening skills. Teachers will have time to observe students as writers. Students can tell stories aloud to see themselves as a member of the writing community. Students will recognize lower case letters and correlating sounds. They will also learn phonemic awareness with rhyming and initial and final sound awareness in one-syllable words.

NJCCSS:

RF.K.1 Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

RF. K.1a Follow words from left to right, top to bottom, and page by page

RF. K.1b Recognize that spoken words are represented in written language by specific sequences of letters

RF.K.1c Understand that words are separated by spaces in print

RF.K.1d Recognize and name all upper and lowercase letters of the alphabet

RI.K.1 With prompting and support, Ask and answer questions about key details in a text.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding

RL.K.1 With prompting and support, Ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details

RL.K.3 With prompting and support, identify characters, settings, and major events in a story

RL.K.6 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story and what the illustration depicts

RL.K.7 Use illustrations and details in a story to describe its characters, setting, or events.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.K.1a Print many upper- and lowercase letters.

L.K.1b Use frequently occurring nouns and verbs

L.K.1f Produce and expand complete sentences in shared language activities

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2b Recognize and name end punctuation

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g, My favorite book is..)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Speaking and Listening Standards:

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.K.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.K.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media 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 details

SL.K.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

ISTE Standards:

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.

2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

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

Unit Essential Questions:

- How do students hear and discuss good writing?
- How do students make a text to self-connection?
- How do students ask and answer questions to understand a story?

Unit Enduring Understandings:

- Use turn and talk and follow read aloud procedures.
- Use personal experiences to connect to a story.
- Use a story as a brainstorm as a base for their writing idea

<ul style="list-style-type: none"> ● How students generate ideas for writing? ● How do students write complete sentences? ● How do students draw and write about what they can do and what they are interested in? ● How will students work together to create a respectful reading and writing community? ● How do students use new vocabulary in their reading and writing community? <hr/> <ul style="list-style-type: none"> ● How do students make text to self-connections? ● How do students identify important ideas in a story? ● How do students refer to the story to support their thinking? ● How do students take responsibility for their learning and behavior? 	<ul style="list-style-type: none"> ● Produce target letter sounds ● Use new vocabulary in speaking and writing. ● Use proper techniques to form letters of the alphabet. ● Listen to a story and retell the important elements of the story. ● Begin phonemic awareness with rhyming and initial and final sound awareness <div style="border: 1px solid black; width: 20px; height: 20px; margin-top: 10px;"></div>
<p>Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i></p>	<p>Unit Learning Targets Include (BAW, MM, F) <i>Students will do...</i></p>
<ul style="list-style-type: none"> ● Procedures for the reading and writing community ● The difference between fiction and narrative nonfiction ● proper formation in letter writing ● Taking turns talking and listening <ul style="list-style-type: none"> ● Letter key word sounds for consonants and short vowels ● Begin phonemic awareness instruction with rhyming and initial and final sound awareness ● echoing <ul style="list-style-type: none"> ● Meaning of the word “trace” ● Pencil grip and writing procedures ● Large writing grid with the line names 	<ul style="list-style-type: none"> ● Listen and discuss stories ● Answer questions about the read alouds ● Turn and Talk to partners ● Define and use new vocabulary ● Write, visualize and illustrate stories ● Share stories to get to know each other ● Make text to self-connections and retell stories ● Use Turn to your Partner and Think, Pair, and Share to discuss stories

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Evidence of Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • IDR Conferencing and notes • Class progress assessments • Foundations unit assessments • Class discussions • Teacher observations
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<p>Equipment Needed:</p> <p>Chart paper, pencils, crayons, writing paper or notebook, dry erase boards, magnetic letter boards, large and small sound cards, anchor charts, Echo the puppet, Sentence frames, activity cue cards, large writing grid, letter formation poster and guide, student notebooks</p>

<p>Teacher Resources:</p> <p>Making Meaning, Making Meaning Vocabulary, Being a Writer, Vocabulary Cards, Mentor Texts, Anchor Charts</p>
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Summative Assessments:

- Fountas and Pinell Benchmark Reading Assessment
- Fall Writing Benchmark

Daily Five Guided Reading Center Ideas:

Read to self: Students may read books according to reading level

Listen to Reading: Students will read and respond to a story using making meaning strategies learned

Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer

Work on Writing: Students will work on activities based on lessons within Being a Writer.

Students may revisit their writing notebooks.

Students may complete independent work within their student response book and skill practice book.

Teacher Resources:

Technology Component (websites):

www.razkids.com

www.collaborativeclassroom.com

www.tumblebooks.com

www.spellingcity.com

www.abcya.com

Resources:

<http://www.state.nj.us/education/sca>

<http://www.wilsonacademy.com>

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<http://extras.devstu.org/ccss/overview.php>

Marking Period 2 Overview

Units Covered:

Making Meaning: Unit #1-The Reading Community

Unit #2- Making Connections

Unit #3- Retelling

Being a Writer: Unit #2- Getting Ideas

Fundations: Units #1,2

Grade Level: K

Recommended Pacing: Marking Period 2

Unit Summary: Students will generate writing ideas through hearing and discussing read-aloud books, visualizing and observing the world around them. Students will begin to think about letter-sound relationships in their writing and learn to use a word wall. Students will continue to make text-to-self connections and to answer questions to understand the stories. During IDR the students will continue to build stamina for reading independently, they begin to conference with the teacher to retell what they have read and learn procedures for using the classroom library. Students will continue to explore the capital & lowercase letters in the alphabet and the sounds

they make. Students will read and blend three- sound short vowel words using “tapping.” Students will know that the alphabet has an order.

NJCCSS:

RF.K.1a Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.

RF.K.1b Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1c Demonstrate understanding of the organization and basic features of print. Understand that words are separated by spaces in print.

RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.4 Read emergent-reader texts with purpose and understanding

RF.2.1a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.

RF.2.1b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.

RF.2.1d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.3.1a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

RF.3.1c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RI.K.1 With prompting and support, Ask and answer questions about key details in a text.

RI.K.2 With prompting and support, retell familiar stories, including key details.

RI.K.3 With prompting and support, identify characters, settings, and major events in the story.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustrator depicts).

RI.K.8 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

RL.K.1 With support and prompting, Ask and answer questions about key details in a text.

RL.K.2 With support and prompting, Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.K.3 Describe characters, settings, and major events in a story, using key details.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role each in telling the story

RL.K.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.K.9 With prompting and support, Compare and contrast the adventures and experiences of characters in stories.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when

writing or speaking.

L.K.1a Print many upper- and lowercase letters.

L.K.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d Spell simple words phonetically, drawing knowledge of sound-letter relationships

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name in writing about and state an opinion or preference about the topic of the book (e.g., My favorite book is...)

W.K.2 With a combination of drawing, dictating, and writing to compose informative/explanatory texts in which name what they supply some information about the topic

W.K.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.K.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening Standards:

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.K.1b Continue a conversation through multiple exchanges

SL.K.1c With prompting and support, Ask questions to clear up any confusion about the topics and texts under discussion.

SL.K.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.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.

ISTE Standards:

1.a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.

2. a-d Communication and Collaboration- Students use digital media and environments to

communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

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

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● How do students generate ideas? ● How do students explore letter-sound relationships? ● How do students retell a story? ● How do students make sense of a text they are hearing? ● What is the proper formation and sound of the target lower case letter? ● What is the proper formation and sound of the target capital letter? ● How to begin phonemic awareness with rhyming and initial and final sound awareness. 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Students make lists about familiar places, about themselves, and things they are interested in ● Students visualize and write about their favorite food and animal. ● Students write about feelings. ● Students will label pictures with letters or words ● Students will retell a story using the sequence of events ● Students will visualize what a text brings to mind to make sense of what they are hearing. ● Students will informally use schema and inference as they visualize. ● Produce target letter sounds. ● Begin phonemic awareness with rhyming and initial and final sound awareness. ● Blend and read three- sound short vowel words (CVC). ● To use proper formation in writing lower case letters. ● To use proper formation in writing capital letters. ● To place letters in alphabetical order.
<p style="text-align: center;">Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i></p>	<p style="text-align: center;">Unit Learning Targets Include (BAW, MM, F) <i>Students will do...</i></p>
<ul style="list-style-type: none"> ● how to generate an idea from their interests 	

<ul style="list-style-type: none"> ● how to listen respectfully to the thinking of others <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> ● how to visualize ● how to respectfully share ideas ● proper formation in writing lower case letters ● how to properly write capital letters ● how to use “tapping” to blend and read three-sounds ● how to place letters in alphabetical order </div>	<ul style="list-style-type: none"> ● draw and write freely. ● practice “think, pair, share” <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> ● explore letter-sound relationships ● write from left to right ● visualize ● use a sequence of events to retell a story ● informally identify important ideas of a story ● answer questions to show understanding of the story ● learn letter key word sound ● begin phonemic awareness instruction with rhyming and initial and final sound awareness short vowel words ● write lowercase letters using proper formation ● write capital letters using proper formation ● use “tapping” to decode words and then read them ● place letters in alphabetical order </div>
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Evidence of Learning
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● IDR Conferencing and notes ● Conferencing and conference notes ● Class progress assessments ● Foundations weekly unit assessments ● Class discussions ● Teacher observations

Equipment Needed: chart paper, pencils, crayons, writing paper or notebook, dry erase boards, magnetic letter boards, large and small sound cards, anchor charts
Teacher Resources: Making Meaning, Making Meaning Vocabulary, Being a Writer, Vocabulary Cards, Mentor Texts, Anchor Charts
Summative Assessments: <ul style="list-style-type: none"> • Fountas and Pinell Benchmark Reading Assessment • Winter Writing Benchmark
Daily Five Guided Reading Center Ideas: Read to self: Students may read books according to reading level Listen to Reading: Students will read and respond to a story using making meaning strategies learned Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer Work on Writing: Students will work on activities based on lessons within Being a Writer. Students may revisit their writing notebooks. Students may complete independent work within their student response book and skill practice book.

Teacher Resources:
Technology Component (websites): www.razkids.com www.collaborativeclassroom.com www.tumblebooks.com www.spellingcity.com www.abcya.com
Resources: http://www.state.nj.us/education/sca http://www.wilsonacademy.com
Teacher Notes:
Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:
<http://extras.devstu.org/ccss/overview.php>

Marking Period 3 Overview

Units Covered:

Making Meaning: Unit #4- Visualizing: Poetry and Fiction
 Unit #5- Wondering: Fiction and Narrative Nonfiction
 Unit #6- Making Connections: Expository Nonfiction
Being a Writer: Unit # 3 Telling More
 Unit # 4- Just the Facts
Foundations: Units # 2,3

Grade Level: K

Recommended Pacing: Marking Period 3

Unit Summary: Students use wondering (speculating about what is happening) to help them understand a story and students will continue to retell stories. Students will explore the difference between fiction and non-fiction texts and identify what they learn from non-fiction texts.

In writing, the students explore telling more in their stories by adding to their illustrations and writing. Students will continue to approximate spelling and use a word wall to spell high-frequency sight words. Students will learn how to segment and spell words and “tap” to spell and

read. Students will be introduced to high frequency words (Trick Words.)

NJCCSS:

RF.K.1a Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.

RF.K.4 Read emergent reader texts with purpose and understanding

RI.K.1 With prompting and support Ask and answer questions about key details in a text.

RI.K.2 With prompting and support, Identify the main topic and retell key details of a text

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text

RI.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what the illustrations depict)

RI.K.10 With prompting and support, read informational texts appropriately complex for kindergarten

RL.K.1 With prompting and support, Ask and answer questions about key details in a text.

RL.K.2 With prompting and support, Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.K.3 With prompting and support, Describe characters, settings, and major events in a story, using key details.

RL.K.7 With prompting and support, Use illustrations and details in a story to describe its characters, setting, or events.

RL.K.9 With prompting and support, Compare and contrast the adventures and experiences of characters in stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1a Print many upper- and lowercase letters.

L.K.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2c Write a letter or letters for most consonant and short vowel sounds (phonemes)

L.K.2d Spell simple words phonetically drawing on knowledge of sound-letter relationships

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name writing about and state an opinion or preference about the topic or book

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they supply some information about the topic

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in which they occurred, and provide a reaction to what happened

W.K.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening Standards:

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.K.1b Continue a conversation through multiple exchanges
- SL.K.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about and requesting clarification if something is not understood
- SL.K.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

ISTE Standards:

- 1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
- 2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.
- 4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit Essential Questions:

- How do students identify texts as fiction or non-fiction?
- How do students use prompts to begin writing?
- How do illustrations add to a story?
- How is wondering (speculation) helpful in understanding a story?
- How will students segment and spell words through “tapping”?
- How will students use the magnetic board to recognize the alphabet has an order?

Unit Enduring Understandings:

<ul style="list-style-type: none"> ● How do students add to their writing to make it more interesting? ● How will students use new vocabulary in the reading and writing community? ● What important things should be included in a personal narrative? ● How will students use wondering to help understand a story? ● What is the difference between fiction and nonfiction? ● What is included in a nonfiction piece of writing? ● How will students use wondering to help them understand nonfiction? 	<div data-bbox="917 226 1412 672" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> ● approximating spelling and using the word wall ● capitalizing and punctuating sentences ● rereading and adding to stories ● use the prompts “I found out” and “I want to know” ● illustrations can tell part of a story ● fiction will be thought of as stories that are imaginary or make believe </div> <div data-bbox="917 703 1412 924" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> ● non-fiction stories are those that are about real people, places or animals ● words will be spelled and read through “tapping” </div>
<p>Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i></p>	<p>Unit Learning Targets Include (BAW, MM, F) <i>Students will do...</i></p>
<div data-bbox="191 1203 868 1602" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> ● procedures for the reading and writing community ● what an opinion is ● how to get ideas for writing ● make reflections on reading and writing ● how to write a sentence using the strategy of “tapping” ● how to proofread work for capitalization, spelling, and punctuation </div>	<ul style="list-style-type: none"> ● draw and write freely. ● practice “think, pair, share” <div data-bbox="917 1276 1412 1894" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> ● explore letter-sound relationships ● write from left to right ● visualize ● use a sequence of events to retell a story ● informally identify important ideas of a story ● answer questions to show understanding of the story ● learn letter key word sound ● begin phonemic awareness instruction with rhyming and initial and final sound awareness short vowel words ● write lowercase letters using proper formation ● write capital letters using proper </div>

	<p>formation</p> <ul style="list-style-type: none"> ● use “tapping” to decode words and then read them ● place letters in alphabetical order
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Evidence of Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● IDR Conferencing and notes ● Conferencing and conference notes ● Class progress assessments ● Class discussions ● Foundations unit assessments ● Teacher observations

<p>Equipment Needed: Chart paper, pencils, crayons, writing paper or notebook, dry erase boards, magnetic letter boards, large and small sound cards, anchor charts</p>

<p>Teacher Resources:</p> <table border="1" data-bbox="191 1039 873 1152"> <tr> <td data-bbox="191 1039 873 1152"> <p>Making Meaning, Making Meaning Vocabulary, Being a Writer, Vocabulary Cards, Mentor Texts, Anchor Charts</p> </td> </tr> </table>	<p>Making Meaning, Making Meaning Vocabulary, Being a Writer, Vocabulary Cards, Mentor Texts, Anchor Charts</p>
<p>Making Meaning, Making Meaning Vocabulary, Being a Writer, Vocabulary Cards, Mentor Texts, Anchor Charts</p>	

<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Fountas and Pinell Benchmark Reading Assessment ● Spring Writing Benchmark
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<p>Daily Five Guided Reading Center Ideas: Read to self: Students may read books according to reading level Listen to Reading: Students will read and respond to a story using making meaning strategies learned Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer Work on Writing: Students will work on activities based on lessons within Being a Writer. Students may revisit their writing notebooks. Students may complete independent work within</p>
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their student response book and skill practice book.

Teacher Resources:

Technology Component (websites):

www.razkids.com

www.collaborativeclassroom.com

www.tumblebooks.com

www.spellingcity.com

www.abcya.com

Resources:

<http://www.state.nj.us/education/sca>

<http://www.wilsonacademy.com>

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<http://extras.devstu.org/ccss/overview.php>

Marking Period 4 Overview

Units Covered:

Making Meaning: Unit # 7- Wondering: Expository Nonfiction

Unit # 8- Using Text Features: Expository Nonfiction

Unit # 9- Revisiting the Reading Community

Being a Writer: Unit #5- Exploring Words Through Poetry

Unit #6- Opinion Writing

Unit #7- Revisiting the Writing Community

Foundations: Units # 4,5

Grade Level: K

Recommended Pacing: Marking Period 4

Unit Summary: During these units, the students explore words through hearing, discussing, and writing poems. They visualize and act out poems to make sense of them and to get ideas for their own poems. They explore interesting words they hear in poems and generate lists of interesting words to use in their poems. They share their poems in pairs and as a class and create individual books of poetry. The students will also learn what an opinion is and provide reasons to support their thinking. They continue to use the word wall to spell unfamiliar words, and they practice capitalizing the pronoun I. Socially, they express their own opinions and respectfully listen to the opinions of others. The students will reflect on what they enjoyed about writing this year, and on how they built a caring community of writers. The students will use wondering to help them understand expository nonfiction books as they begin an across-grades exploration of animal life. During IDR the students continue to read nonfiction books and share what they have learned from each text. Students will read books of their choice and reflect on their reading lives. They will also continue to develop skills of listening to and sharing ideas with one another. In Foundations, the students will be exposed to digraphs and narrative story form. They will also understand sentence structure. These units will continue to emphasize the fluent reading of sentences using phrasing. The students will learn how to proofread to check for capitalization, punctuation and spelling.

NJCCSS:

RF.K.1a Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.

RF.K.4a Read on-level text with purpose and understanding.

RF.3.1c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RI.K.1 Ask and answer questions about key details in a text.

RI.K.2 Identify the main topic and retell key details of a text.

RI.K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.K.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.K.7 Use the illustrations and details in a text to describe its key ideas.

RI.K.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 With prompting and support, read informational texts appropriately for kindergarten

RL.K.1 Ask and answer questions about key details in a text.

RL.K.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.K.3 Describe characters, settings, and major events in a story, using key details.

RL.K.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the

senses.

RL.K.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.K.9 Compare and contrast the adventures and experiences of characters in stories.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1a Print many upper- and lowercase letters.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

W.K.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.K.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.K.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards:

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.K.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.K.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.K.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.K.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.K.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.K.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ISTE Standards:

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.

2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

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Unit Essential Questions:

- How do I learn from nonfiction?
- How do I use connections to help me understand a nonfiction book?
- How do I take responsibility for my learning and behavior?
- How do understand poetry?
- How do I use new vocabulary in my everyday life?
- How will students create and write sentences from dictation?
- How will students proofread their work for punctuation, capitalization and spelling?

- What is an opinion?
- How can students support their opinions?
- How will students answer questions to understand a story?
- How will students think about the ways they understand stories?
- How will students analyze effects of their own behavior

- How can I reflect on my writing this year?
- How can I continue to be a part of the writing community during the summer?
- How will I use new vocabulary

Unit Enduring Understandings:

- Use text features to help me understand and learn from nonfiction.
- Follow class routine and procedures for Read Aloud and turn and talk.
- Hear, visualize, discuss and act out poems.
- Draw and write about visualizations.
- Use new vocabulary in my speaking.
- Use white board for student to write dictated words and sentences.
- Use sentence frames for students to proofread work.

- An opinion is what the author think or feels about something.
- Use support from the text or your own experiences to provided reasons for opinions.
- Use listening skills and talk to their partner to discuss important events in a story.

- Understand that procedures and routines must be followed to ensure everyone feels comfortable and successful in the reading community.
- Reread and discuss what they liked about writing time and their favorite pieces of writing.
- Make a plan for summer writing and summer writing booklets.
- Use new vocabulary in speaking
- Use white board for student to write dictated words and sentences.

<p>in my everyday life?</p> <ul style="list-style-type: none"> ● How will student create and write sentences from dictation? ● How will students proofread their work for punctuation, capitalization and spelling? <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> ● Use sentence frames for students to proofread work.
<p align="center">Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i></p>	<p align="center">Unit Learning Targets Include (BAW, MM, F) <i>Students will do...</i></p>
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Evidence of Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● IDR Conferencing and notes ● Conferencing and conference notes ● Class progress assessments ● Foundations unit assessments ● Class discussions ● Teacher observations

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Work on Writing: Students will work on activities based on lessons within Being a Writer.

Students may revisit their writing notebooks.

Students may complete independent work within their student response book and skill practice book.

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Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit: http://extras.devstu.org/ccss/overview.php	
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