



Kindergarten English Language Arts and Literacy Curriculum

Assistant Superintendent
Donna Reichman

Director of Elementary Education
Dawn Auerbach

Assistant Principal
Cathy Gaynor

Committee Members

Suzana Adamo
Yvonne Arcilla
Stefanie Biondo
Elisabeth Bullock
Colleen Bustard
Hilary Caruso
Ashley Conklin
Dorothy Dmuchowski
Lisa Drake
Courtney Duin-Savastano
Jenna Furfaro

Rose Guselli
Ellen Klein
Lauren Mahmudi
Kim Moore
Jaime Morano
Debra Nussbaum
Dana Pentimone
Kimberly Sek
Serge Sosnov
Heather Weinstein

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How To Use this Curriculum

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

Steps for Using the Units:

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the individual unit.

Glossary of Terms

Book Club: 3-5 students who are all reading the same book and meet regularly to discuss their thinking

Celebration: the culminating event at the end of a unit of study; a time to self-reflect and set goals for future reading; connects in some ways to unit goals; can incorporate the theme of the unit and feel celebratory and fun

Classroom Library: at least a few hundred books that are a part of the classroom environment; organized and run by students; sorted into bins for easy student access; aligns with the units of study; organized by genre, author, or topic and leveled in student-appropriate ways

Conference: the teacher meets with individual students, gets to know them well through observations and process-based questions, reinforces a strength with feedback, offers new instruction with a teaching point, and uses the time to build a positive relationship with each student

Guided Reading: the teacher meets with a small group of students who are at the same instructional reading level and uses a common text to introduce that next reading level's characteristics; does a very brief introduction to the level, listens and coaches students as they read by themselves; has a comprehension conversation; and then chooses a teaching point that most students need based on current observations

Independent Reading: each student self selects books to read and applies strategies previously learned to engage with their texts

Independent Reading Level: books a student can read on his/her own with accuracy, fluency, and comprehension; not just the score on a formal benchmark assessment but also what the student can read all by himself

Instructional Reading Level: typically one reading level above the independent reading level where a student needs some support to comprehend the text but not so much that the teacher ends up doing most of the work

Interactive Read Aloud: the teacher reads a text or a portion of a text out loud and stops to model thinking and offer time for students to practice thinking through turn and talks or stop and jots; there is one copy of the book and the teacher is holding it

Mentor Text: a text the teacher uses to model strategies and study author's choices with students; this text is used over and over again for instruction

Mini-Lesson: direct instruction in a strategy; the teacher uses a connection to set the context, a demonstration to model a strategy, an active engagement to let students have a quick practice, and a link to connect the strategy to the larger goals of the unit and when they might choose to use them

Pre-Assessment: a formal or informal way of getting information about students' current ability to reach the goals of the unit prior to instruction; this can be a conference, questions that students answer off of a read aloud text or off of an independent text; teachers analyze the information gathered to make instructional decisions about what teaching points to focus on based on student needs

Post-Assessment: a formal assessment at the end of a unit of study that allows students to demonstrate all they learned and how they progressed toward the goals

Reading Partnership: two students who work together across a unit of study (and sometimes longer); they meet daily for either partner reading (kinder and 1st) or partner talk (2nd-5th); typically students who are at similar reading levels and get along well

Reading Workshop: a brief Mini-Lesson where the teacher models a strategy, followed by a large chunk of independent reading, while the teacher confers or meets with small groups, and then a time for student conversations and a teaching share at the end

Shared Reading: the teachers uses an enlarged (and often projected) text so all students can share in the reading process; there is an instructional focus each day; each session lasts about 10-15 minutes, the same text is used across several days

Strategy Group: a small group of students who the teacher decided all would benefit from the same strategy; teacher models and/or uses guided practice to coach students when using the strategy; typically students do not have the same text and apply the strategy in their own texts

Teaching Point: the focus of a lesson that includes a goal (what) and a strategy (how to)

Unit of Study: a way of organizing the year and the standards into containers where the entire class studies a topic or genre or set of skills for several weeks at a time

What is the structure of a unit of study?

Week 1: Immersion

Weeks 2-5: Workshop Weeks

Week 6: Feedback, Assessment, and Reflection (FAR)

What is Immersion?

During the first week of a unit of study the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to

- assess students' prior knowledge and skills with the goals of the unit
- preview the work that students will be learning to do independently during the workshops
- pre-teach language, vocabulary, and concepts
- participate in shared experiences
- build excitement, enthusiasm, and a clear purpose for students

While students will continue to read independently both in school and at home during the immersion week, most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include

- pre-assessments
- interactive read alouds
- shared reading
- shared and interactive writing
- goal-setting conferences with students

These components begin during immersion and continue throughout the entire unit of study. On the next page is a sample schedule for the immersion week.

Immersion Week Sample Schedule

Week 1

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|---|---|
| <p>Explain goals and essential questions for the units (and continue across the week)</p> <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessment for Writing Part 1 (plan and draft) 30-45 minutes</p> | <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessments for Writing Part 2 (revise and edit) 30 minutes</p> | <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessment for Reading 30-45 minutes</p> | <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Independent Reading 30-45 minutes and confer with students about setting goals</p> | <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Independent Reading 30-45 minutes and confer with students about setting goals</p> |

*These sample schedules include reading and writing but not word study.

How do the components fit into the workshop weeks?

Weeks 2-5

During the workshop weeks reading workshop happens daily for about 45 minutes. There are some units of study where the reading and writing are so closely aligned that there may be a 90 minute workshop where both reading and writing are happening together.

The remaining three components are often rotated throughout the week so that Shared Reading happens 4 days a week, Interactive Read Aloud happens 3 days a week, and Shared or Interactive Writing (K-1) happens 3 days a week. Of course, this schedule is based solely on the 120 minute literacy time. Read aloud, shared reading and shared writing can be used in social studies, science, and other areas when appropriate. Word Study happens outside of this sample schedule.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------------------|-----------------------------------|-----------------------------|-----------------------------------|-----------------------------|
| Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes |
| Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes |
| Interactive Read Aloud 15 minutes | Interactive Read Aloud 15 minutes | Shared Reading 15 minutes | Interactive Read Aloud 15 minutes | Shared Reading 15 minutes |
| Shared Writing 15 minutes | Shared Reading 15 minutes | Shared Writing 15 minutes | Shared Reading 15 minutes | Shared Writing 15 minutes |

What is the Feedback, Assessment, Reflection (FAR) week?

Week 6

During the sixth, and final week of the unit of study, the students will participate in post-assessments, reflect on their growth and learning, and be given explicit feedback. This week allows the teacher and students time to

- consolidate and apply what was learned across the month into a shorter time frame in post-assessments (embedding test-taking practice and skills into the units)
- look back across the unit and reflect on what was learned and what skills continue to need attention
- confer with every student and offer specific feedback they can focus on in the next units of study
- celebrate and share learning with others

During the FAR week, students will be working independently, in small groups, and with the teacher. Below is a sample schedule for what the FAR week might look like.

One Possible Schedule for Feedback, Assessment, Reflection (FAR)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|
| Post-Assessment for Writing Part 1 Post-Assessment for Reading | Post-Assessment for Writing Part 2 Rehearse and Prepare for Reading Celebration Fancy-Up Published Piece of Writing *Teacher meets with groups of students to give feedback and go over assessments and goals | Write a reflection on your progress towards your goals for the units Finish published pieces and/or review your pre-assessment and revise it in another color pencil *Teacher meets with groups of students to give feedback and go over assessments and goals | Reading Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals) Begin to organize the classroom library for the next unit of study (re-order books etc.) *Teacher meets with groups of students to give feedback and go over assessments and goals | Writing Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals) Read and comment on each other's work and place published pieces in the classroom library |

What does a Reading Workshop Period Look Like?

If you have 45 minutes you can break up your time into smaller chunks. The middle 30 minutes is for independent reading and then the teacher can decide who to meet with in conferences or small groups.

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| 10 | MINI-LESSON |
| 10 | |
| 10 | |
| 10 | |
| 5 | TEACHING SHARE |

Below is one sample way to break up the 30 minutes of independent reading instructional time in a primary classroom setting.

| | STUDENTS | TEACHER |
|----|---------------------|--|
| 10 | MINILESSON | MINILESSON |
| 10 | INDEPENDENT READING | CONFER WITH 2 STUDENTS |
| 10 | PARTNER READING | GUIDED READING GROUP WITH 3-5 STUDENTS |
| 10 | INDEPENDENT READING | STRATEGY GROUP WITH 2-5 STUDENTS |
| 5 | TEACHING SHARE | TEACHING SHARE |

Below is one example in an upper elementary grade setting.

| | STUDENTS | TEACHER |
|----|-----------------------|-----------------------------------|
| 10 | MINI-LESSON | MINI-LESSON |
| 15 | INDEPENDENT READING | 2 CONFERENCES |
| 15 | INDEPENDENT READING | STRATEGY LESSON WITH 3-4 STUDENTS |
| 5 | PARTNER CONVERSATIONS | COACH PARTNERSHIPS |
| 5 | TEACHING SHARE | TEACHING SHARE |

ELA: Reading
Kindergarten
Year-at-a-Glance

| Units | Time Frame | Read Aloud Goals | Independent/Guided Reading Goals |
|---|------------|--|---|
| Unit 1: Launch <i>We Are Readers</i> | 6 Weeks | <ul style="list-style-type: none"> • Readers think about books. • Readers talk about books with partners. | <ul style="list-style-type: none"> • Readers take care of their books. • Readers choose books they can't wait to read. • Readers take turns and read with a partner. • Readers build their reading stamina. |
| Unit 2: Fiction <i>Reading by Heart</i> | 7 Weeks | <ul style="list-style-type: none"> • Readers think about the parts of a storybook. • Readers retell the who, where, what of favorite books. | <ul style="list-style-type: none"> • Readers use the pictures in familiar books to read by heart. • Readers ask partners for help when they are stuck. • Readers share their opinions about their books. |
| Unit 3: Nonfiction <i>Extraordinary Experts of Nonfiction</i> | 9 Weeks | <ul style="list-style-type: none"> • Readers understand the parts of nonfiction books. • Readers ask questions to help understanding. • Readers identify big ideas and supporting details. • Readers use strategies before, during, and after reading. | <ul style="list-style-type: none"> • Readers understand the parts of nonfiction books. • Readers ask questions to help understanding. • Readers identify big ideas and supporting details. • Readers use strategies before, during, and after reading. |
| Unit 4: Poetry <i>Exploring the Magical World of Poetry</i> | 6 Weeks | <ul style="list-style-type: none"> • Readers explore Poetry as a genre. • Readers use strategies to understand what they are reading. • Readers use patterns in words. • Readers listen to the sounds of poems. | <ul style="list-style-type: none"> • Readers explore Poetry as a genre. • Readers use patterns in words. • Readers listen to the sounds of poems. • Readers use strategies to figure out the tricky, new words. • Readers use strategies to understand |

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| | | | <p>what they are reading.</p> <ul style="list-style-type: none"> • Readers retell what they just read about and share their opinions with partners. |
| <p>Unit 5: Social Studies <i>My Place in the World</i></p> | <p>4 Weeks Reading shared with 3 Weeks of Writing</p> | <ul style="list-style-type: none"> • Readers form ideas about books. • Readers use strategies to figure out the meaning of new words. • Readers compare books with a partner. | <ul style="list-style-type: none"> • Readers form ideas about books. • Readers use strategies to figure out the meaning of new words. • Readers compare books with a partner. • Writers create interesting and engaging sentences that are worth feeling proud of and celebrating. |

Launch: We Are Readers

Grade K Unit 1

The start of the school year is a time to create a community of readers. This means we model our love of reading and get to know our students as readers. Part of being in a community means creating routines and rituals for how reading time gets used. We called this unit “We Are Readers” because we want kindergarteners to identify and see themselves as readers, even before they are reading conventionally. Developmentally, children at a young age read by retelling familiar stories and also by reading the pictures. This theme can be used to build excitement about reading and build the foundation for students to become successful readers. This theme might be centered around the idea of “I Spy Readers All Around”. The “I Spy Readers All Around” metaphor is meant to show students that everywhere in their community, there are readers, they just have to look closely. One suggestion to build excitement is to give the students a copy of a magnifying glass and have them draw a picture of someone they “SPY” reading in their community.



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| <p>Essential Questions:</p> <ul style="list-style-type: none"> What do readers do? | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Readers take care of their books. Readers choose books they can't wait to read. Readers take turns and read with a partner. Readers talk about books with partners. Readers build their reading stamina. Readers think about books. |
| <p>Teaching Texts: SCHOOLWIDE:</p> <p>Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> <i>Apples</i> by Gail Gibbons <i>But Excuse Me That is My Book</i> by Lauren Child <i>Changes: A Child's First Poetry Collection</i> by Charlotte Zolotow <i>How Rocket Learned to Read</i> by Tad Hills <i>We're Going on a Book Hunt</i> by Pat Miller or <i>How to Read a Story</i> by Kate Messner <i>Wild About Books</i> by Judy Sierra Read! Read! Read! by Amy Ludwig VanDerwater or <i>After Dark</i> by David L. Harrison <p>Shared Texts</p> <ul style="list-style-type: none"> "Catch the Moon: An Action Rhyme" by Jeanne Kaufman from <i>Highlights High Five</i> "The Itsy Bitsy Spider" from <i>Highlights High Five</i> "My Big Book" by Dale Cross Purvis from <i>Highlights High Five</i> <p>OTHER:</p> <ul style="list-style-type: none"> Language Literacy Staircase Leveled Classroom Libraries Choose 5 Emergent Storybooks and begin reading them aloud to students. By October we would like to have read these five books at least 3 times each. Link to list of books: Resources – Literacy Together Mentor Text Author Pages & Summary Spreadsheet | <p>NJSLS-ELA NJSLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.K.1, RL.K.2, RL.K.3 <i>Craft and Structure:</i> RL.K.4, RL.K.5, RL.K.6 <i>Integration of Knowledge and Ideas:</i> RL.K.7, RL.K.9 <i>Range of Reading and Text Complexity:</i> RL.K.10</p> <p><u>Reading Standards for Information</u> <i>Key Ideas and Details:</i> RI.K.1, RI.K.2 <i>Craft and Structure:</i> RI.K.5 <i>Range of Reading and Text Complexity:</i> RI.K.10</p> <p><u>Reading Foundation Standards</u> <i>Print Concepts:</i> RF.K.1 <i>Phonological Awareness:</i> RF.K.2 <i>Phonics and Word Recognition:</i> RF.K.3 <i>Fluency:</i> RF.K.4</p> <p><u>Writing Standards</u> <i>Research to Build and Present Knowledge:</i> W.K.8</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.K.1, SL.K.2, SL.K.3 <i>Presentation of Knowledge and Ideas:</i> SL.K.4, SL.K.5, SL.K.6</p> |

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| | <p><u>Language Standards</u> <i>Conventions of Standard English:</i> L.K.1 <i>Vocabulary Acquisition and Use:</i> L.K.4, L.K.5, L.K.6</p> <p><u>Career Readiness Practices</u> CRP1.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language:</i> ELD Standard 1 <i>The Language of Language Arts:</i> ELD Standard 2</p> |
| <p>What Students Are Reading: During independent reading students are reading Look Books. Look Books are high interest picture books. Students read the pictures and not the words. If you do have students who are conventionally reading they can also be reading books at their independent level.</p> | <p>Unit Timeframe: 7 Weeks</p> |
| <p>Vocabulary and Key Concepts: Front/Back-explain how readers read through text Top/ Bottom-explain how readers start at the top of a page and read to the bottom Cover/Title/Spine-explain the basic parts of a book Independent-to do by oneself Look Books-challenging books that students can look through to gain information from pictures but not necessarily read Partner-work with another person Stamina-sustained, prolonged effort</p> | <p>Assessments (some assessments can be in more than one category): <u>Formative:</u> Observations, notebooks, class participation, guided reading, independent reading, conferring <u>Summative:</u> SchoolWide reading assessments and teacher created assignments <u>Benchmark:</u> Fountas & Pinnell, FUNdations <u>Alternative:</u> Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p> |
| <p>Reading Foundation Skills:</p> <ul style="list-style-type: none"> Resource: <i>Foundations</i> and appropriate materials as needed with each <i>Foundations</i> activity K Foundations Pacing Calendar | <p>Differentiation Strategies:</p> <ul style="list-style-type: none"> Strategy and flexible groups based on formative assessment or student choice Guided reading groups One:One conferring with teacher Student selected goals for reading Level of independence Consult mentor texts to support reading strategies |

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| | <ul style="list-style-type: none"> • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504 |
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Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

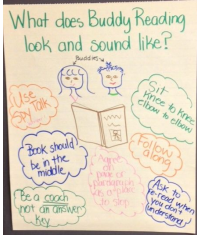

Social Studies: 6.1.2.CivicsPR.2, 6.1.2.CivicsPR.3, Holocaust Mandate

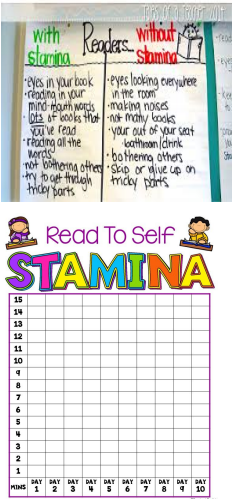
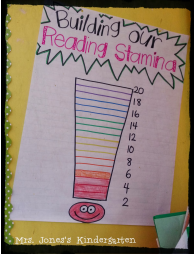
Career Readiness, Life Literacies, & Key Skills: 9.1.2.CR.1, 9.4.2.TL.1

In this unit, students will have the opportunity to become a classroom of readers and learn how to function in a community. This lends itself to Social Studies where students learn how to participate in a classroom and become an effective, productive member of a community. *But Excuse Me That is My Book* can be used to address the Holocaust Mandate.

| Unit Goals | Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i> | Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i> | Notes for Teachers |
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| Readers take care of their books. | <p>Readers hold a book properly.</p> <p>Readers turn pages carefully from the corner gently.</p> | <p>Readers hold a book properly.</p> <p>Readers turn pages carefully</p> <ul style="list-style-type: none"> • from the corner • gently <p>Readers put books back in the correct place when finished with the book.</p> <p>Readers take good care of books and make sure to place them nicely back in the basket (Mini-Lesson 2).</p> <p>Readers select books from tabletop bins and practice turning pages from the front of the book to the back of the book and following the story from beginning,</p> | <p>Reinforce this daily with big books in shared reading.</p> <p>Begin the concepts of print assessments in conferences with students.</p> <p>Books are in baskets with “look books” and are placed on student tables or in the library.</p> |

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| | | to the middle, to then end (Lesson 9). | |
| Readers choose books they can't wait to read. | Readers choose books from the book basket at their table with assistance from the teacher. | <p>Readers choose books from the book basket at their table.</p> <p>Readers look at the cover of the book and flip through pages to see if it interests them (Mini-Lesson 1). Readers think about what they want to read and look for a book about that.</p> <p>Readers choose a familiar book and look a second time to notice details they might have missed the first time.</p> <p>Readers choose a new book when they are done.</p> <p>Readers carefully put their books back when finished.</p> | <p>Look books are books with clear and engaging pictures of high interest. Students read by looking at the pictures and naming what they see.</p> <p>Note to teachers: You will have to spend time establishing routines for taking turns and choosing books out of baskets.</p> <p>See Lesson 5 pg. 44</p> |
| Readers take turns and read with a partner. | Model the specific behaviors using a fishbowl model so students can see the behaviors in action. | <p>Readers share books by:</p> <ul style="list-style-type: none"> • Putting one book in the middle so both partners can see. • Taking turns reading and listening. • Pointing to the page and saying what you see. | <p>Partners have specific spots and often are told who will go first. You might name them Partner A and Partner B.</p> <p>See Lesson 1</p> |

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| | | <ul style="list-style-type: none"> Asking your partner what he/she sees. |  |
| <p>Readers talk about books with partners.</p> | <p>Partners take turns and decide who will share their book first.</p> <p>Reading partners talk about their favorite parts.</p> | <p>Readers decide who will talk first.</p> <p>Reading partners know that when one partner is reading or talking about a book, the other partner listens quietly and looks at their partner.</p> <p>Readers talk about what kind of books they like.</p> <p>Readers talk about when they read at home, who they read with, and where they read.</p> <p>Reading partners talk about their favorite pages.</p> <p>Reading partners find words that they know in a book.</p> <p>Readers sit hip to hip during partner time.</p> <p>Partners share one book between them as they read and take turns to decide who will share their book first.</p> | <p>Model these conversations in read alouds.</p> <p>See Lesson 6</p>  |
| <p>Readers build their reading stamina.</p> | <p>Readers learn independent reading behaviors that support both stamina and comprehension.</p> | <p>Readers read independently by:</p> <ul style="list-style-type: none"> Reading the picture Noticing details Touching the pictures in their | <p>You can assess your students' stamina at the start of the year and then set goals for how long they read on</p> |

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| | | <p>book as they read (Lesson 6 but focus on the pictures)</p> <ul style="list-style-type: none">• Reading the picture• Looking for familiar words and letters <p>Readers stay in their reading spots the whole time and do not talk to other readers.</p> <p>Readers read their books to themselves with a quiet voice.</p> <p>Readers know what to do when reading is interrupted (Mini-Lesson 3).</p> | <p>their own. Consider making a chart:</p>   |
| Readers think about books. | <p>Readers learn about different types of books they can choose to read (Lesson 7).</p> <p>Readers will follow a story from the beginning, to the middle, to the end, from the front of the book to the back of the book (Lesson 9).</p> <p>Readers sit knee to knee and have conversations about books (Lesson 11).</p> | <p>Readers use Post-its on the pages to mark places in their books that they want to share their thinking.</p> <p>Readers think about confusing parts.</p> <p>Readers think about their favorite parts in their emergent storybooks.</p> <p>Readers think about the most important parts.</p> | <p>Teachers read aloud a few different types of books- fiction and nonfiction.</p> |

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| | <p>Readers make a movie in their mind (Mini-Lesson 4).</p> <p>Readers act out the most important parts of a read aloud book.</p> | | <p>Ignore the fact that Mini-Lesson 4 says Mini-Lesson because we will teach it during reading aloud.</p> <p>When acting out parts we are getting ready for retelling but not focusing on how to retell just yet (not teaching the language of first, next, etc yet).</p> |
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We suggest you do NOT teach these lessons during the first unit as they are not developmentally appropriate:

- Counting Words Lesson 2 pg. 30
- Lesson 3 page
- Lesson 4
- Lesson 8 page 57 (not until January)
- Lesson 10 (wait until much later in the year)
- Lesson 12 page 75 (can be done later in shared reading)

Celebration Ideas:

- Students pick their favorite book and share it with the table.
- Teachers take pictures of readers and hang in the classroom.



Fiction: Reading by Heart

Grade K Unit 2

In this unit, children will go off into a storybook world where anything is possible. This might be the unit your students have the most knowledge of and are likely going to choose this genre as they look through the reading library to pick a book. These are stories children know well and feel comfortable with because they remember these stories from when they were read to at a younger age. Each story takes readers on a journey, an adventure, and an experience with familiar characters and events. There are so many different types of stories that students can read to learn about themselves and others. Let the students be storytellers. Storytellers provide enjoyment, entertain, demonstrate a moral, or explain about a culture. Students should be surrounded by books that have these features and be able to dive into these stories with passion and excitement.

Maybe students will read and reread a story “by heart.” Developmentally, the beginning stages to becoming a reader are memorizing favorite stories so the reader can become the “storyteller” for that story. All students can feel successful in the beginning stages of reading when they can bring a book to life and retell a story. Let your students dive into this unit and use their “heart” when exploring this imaginative world of fiction stories.



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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people read storybooks? • How do readers think about storybooks? | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers use the pictures in familiar books to read by heart. • Readers ask teachers/partners for help when they are stuck. • Readers share their opinions about their books. • Readers think about the parts of a storybook. • Readers retell the who, where, what of favorite books. • Readers make personal connections to help them understand fiction texts. • Readers reread their books with more voice. |
| <p>Teaching Texts: SCHOOLWIDE: Mentor Texts (Read Aloud)</p> <ul style="list-style-type: none"> • <i>A Balloon for Isabel</i> by Deborah Underwood • “<i>Could Be Worse!</i>” by James Stevenson • <i>Goldilocks and the Three Bears</i> retold by James Marshall • <i>I Broke My Trunk!</i> By Mo Willems • <i>The Three Billy Goats Gruff</i> retold by Paul Galdone • <i>Wave</i> by Suzy Lee <p>Shared Reading</p> <ul style="list-style-type: none"> • “The Adventures of Spot” by Marileta Robinson from <i>Highlights High Five</i> • “Camping at Grandma’s” by Eileen Spinelli from <i>Highlights High Five</i> • “Waking Farmer Fred” by Eileen Spinelli <i>Highlights High Five</i> • “What do You Think?” from <i>Highlights High Five</i> • “Where is Little Bear’s Hat?” by Eileen Spinelli from <i>Highlights High Five</i> <p>OTHER:</p> <ul style="list-style-type: none"> • Language Literacy Staircase • Leveled Classroom Libraries • Keep reading aloud the Emergent Storybooks from Unit 1. These can be storytime read alouds and do not need teaching points | <p>NISLS-ELA NISLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.K.1, RL.K.2, RL.K.3 <i>Craft and Structure:</i> RL.K.5, RL.K.6 <i>Integration of Knowledge and Ideas:</i> RL.K.7, RL.K.9 <i>Range of Reading and Text Complexity:</i> RL.K.10</p> <p><u>Reading Foundation Standards</u> <i>Print Concepts:</i> RF.K.1 <i>Phonological Awareness:</i> RF.K.2 <i>Phonics and Word Recognition:</i> RF.K.3 <i>Fluency:</i> RF.K.4</p> <p><u>Writing Standards</u> <i>Text Types and Purposes:</i> W.K.1, W.K.3</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.K.1, SL.K.2, SL.K.3, <i>Presentation of Knowledge and Ideas:</i> SL.K.4</p> <p><u>Language Standards</u> <i>Vocabulary Acquisition and Use:</i> L.K.6</p> |

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| <p>for every read. Read stories multiple times until students have almost memorized them. (See more below.)</p> <ul style="list-style-type: none"> • Mentor Text Author Pages & Summary Spreadsheet | <p><u>Career Readiness Practices</u> CRP1.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language</i>: ELD Standard 1 <i>The Language of Language Arts</i>: ELD Standard 2</p> |
| <p>What Students Are Reading: Students are reading Emergent Storybooks also called Heart Books. Heart books are picture books that are classics and have been read aloud to students multiple times. The students know them by heart. Find a list of these books here: Resources – Literacy Together</p> <p>Teachers can read aloud the Emergent Storybooks/ “Heart Books” 3-5 times and then students “read” them (during their independent/guided reading time) on their own by using the pictures and remembering how the story goes. This mimicking of reading strategies and behaviors helps students learn that reading is making meaning.</p> | <p>Unit Timeframe: 6 Weeks</p> |
| <p>Vocabulary and Key Concepts: Fiction-literature in the form of prose, especially short stories and novels, that describes imaginary events and people. Storybook-book containing a story or collection of stories intended for children Character-person, animal, or figure represented in a literary work Setting-time and geographic location within a narrative or within a work of fiction Events-episode, incident, occurrence are terms for a happening Retell-to tell again or in another form Favorite-most preferable Opinion-a view or judgment formed about something, not necessarily based on fact or knowledge Storyteller-the person telling the story</p> | <p>Assessments (some assessments can be in more than one category): <u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring</p> <p><u>Summative</u>: SchoolWide reading assessments and teacher created assignments</p> <p><u>Benchmark</u>: Fountas & Pinnell, FUNdations</p> <p><u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p> |

Reading Foundation Skills:

- Resource: *Foundations* and appropriate materials as needed with each *Foundations* activity
- [K Foundations Pacing Calendar](#)

Differentiation Strategies:

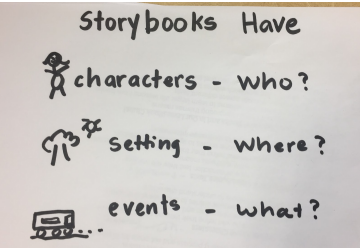

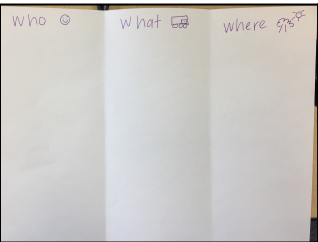
- Strategy and flexible groups based on formative assessment or student choice
- Guided reading groups
- One:One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Social Studies: Holocaust Mandate, Asian Americans and Pacific Islanders (AAPI) Mandate

Career Readiness, Life Literacies & Key Skills: 9.4.2.IML.1

In this unit, students will have the opportunity to read a variety of fiction texts and continue to learn how to function in a community. The social justice issues presented in *A Balloon for Isabel* can be used to address the Holocaust Mandate. *Wave* can be used to address the AAPI mandate through the author's heritage.. Students will also have opportunities to use their computer devices to search & access texts and participate in classroom activities.

| Unit Goals | Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i> | Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i> | Notes for Teachers |
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| Readers think about the parts of a storybook. | <p>Readers learn about the parts of a storybook such as characters, setting, and events: who, where, what, (Introduction Lesson replaces Lesson 1).</p> <p>Readers identify the characters, setting, and events (Lesson 2).</p> | <p>Readers use schema of genre, text, structure, and content to comprehend texts (Mini-Lesson 1).</p> <p>Readers retell the events in the story across their fingers using the words “first,” “next,” “then,” “after that,” and “last” (Lesson 2).</p> <p>Readers use their knowledge of language (repeated words, rhyming words) to anticipate events in the text (Mini-Lesson 2).</p> | <p>It is important to do an introductory lesson explaining what a fiction/storybook is.</p> <p>This is a good time to create a simple chart (who, where, what).</p> <p>Sample Kinder appropriate chart:</p>   |
| Readers retell the who, where, what of favorite books. | Readers use details to understand the main character (Lesson 3). | Readers look through familiar fiction picture books or familiar tales, focusing on the details in the illustrations to get ideas about the character (Lesson 3). |  |

Readers notice there is a problem and a solution in storybooks (Lesson 4).

Readers pay attention to the details in a story and think about how the details are the same and different from other books (Lesson 5).

Readers describe characters' feelings (Lesson 6).

Readers listen for the problem in the story and pay attention to how the characters solve it (Lesson 7).

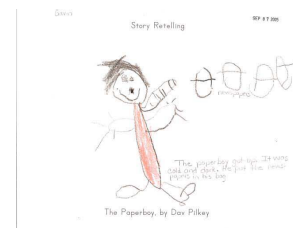
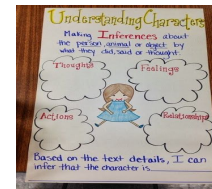
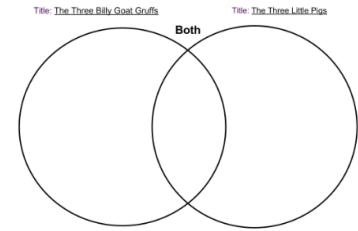
Readers work in partnerships to “read” illustrations to retell the story in order to identify and discuss the problems and solutions in familiar fictions read aloud books (Lesson 4).

If you have students who are readers at a level D or above they may select fiction texts that have simple problems and solutions (Lesson 4).

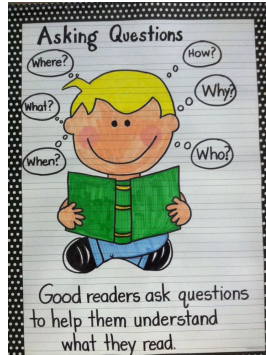
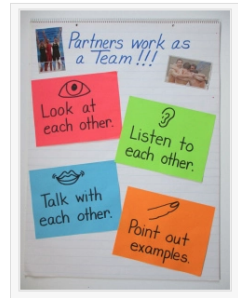
Readers “read” familiar tales and make connections by looking at similarities and differences (Lesson 5).

Readers discuss the story through illustrations. Using the illustrations, readers infer and discuss the character’s feelings (Lesson 6).

Readers study the pictures in a familiar story that includes a problem and solution and identify what the problem is, how it is solved at the end, and the lesson learned (Lesson 7).



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| | <p>Readers use their sketch to retell the story (Lesson 9).</p> | <p>Readers sketch the who, what, where, of their emergent texts (Lesson 8).</p> <p>Readers use their sketch to retell the story (Lesson 9).</p> <p>Readers infer and talk about character traits by using textual evidence (Mini-Lesson 6).</p> <p>Readers identify the key points in a favorite fictional text (Mini-Lesson 8).</p> <p>Readers identify key points in a fictional text so they can retell what is important to the story and why (Mini-Lesson 9).</p> | |
| <p>Readers use the pictures in familiar books to read by heart.</p> | <p>Readers read the illustrations to tell the story like storytellers (Lesson 8).</p> | <p>Readers practice reading the illustrations and make up words to tell the story like a storyteller (Lesson 8).</p> <p>Readers read heart books by remembering how the story goes.</p> <p>Readers use pictures to help them read heart books and point to the pictures as they read.</p> <p>Readers retell by including some of the exact words they remember from the story.</p> <p>Readers reread parts or whole books to help them understand it better.</p> <p>Readers pause to stop and think about books as they read. We might think about a character, the pictures, or think about what might happen next.</p> <p>Readers imagine the characters' thoughts. Readers pause and say to themselves, "This character must be thinking..."</p> | <p>This goal goes with students reading Emergent Storybooks/Heart Books.</p> |

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| | | <p>Readers change their voice to sound like characters as they read.</p> <p>Readers follow the sequence of a story as we read. We use the pictures to help keep our story in order.</p> | |
| Readers ask teachers/partners for help when they are stuck. | <p>Readers will make a plan with their partners on how they will read their book.</p> <p>Readers help their partners remember the story.</p> <p>Readers use their partners to help them retell and remember the story.</p> <p>Partners stop and chat about their books.</p> <p>Readers ask their partners questions about key details in a text to clarify meaning (Mini-Lesson 4).</p> | <p>Readers will make a plan with their partners on how they will read their book. They might decide to echo read, choral read, or take turns reading whole books to each other (or teacher assigns—example: apples or oranges).</p> <p>Readers help their partners remember the story. They might politely interrupt their partners to remind them of an important part.</p> <p>Readers use their partners to help them retell and remember the story.</p> <p>Partners stop and chat about their books. They may point out a funny part, share their feelings about another part, or any other way of talking about their books. (This can also be a read aloud/shared reading column.)</p> <p>Readers ask their partners questions about key details in a text to clarify meaning (Mini-Lesson 4).</p> |   |
| Readers share their opinions about their books. | Readers will experience acting out favorite parts of a story, learning to be a listener and respond to another's ideas, and share their own thoughts. | Readers find their favorite parts and act them out with a partner (Lesson 7). | Remind readers that they already know how to form opinions about things in their life so they can do the same thing with parts of books. |

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| | | <p>Readers listen carefully as their partner talks. Their job as a partner is to respond to what their partner is saying. They might agree with them, they might disagree, they might have something to add. (This can happen in shared reading too.)</p> <p>Readers share why they think something (because...). We sometimes return to the book and point to the part of the book that gives us our idea.</p> | |
| Readers make personal connections to help them understand fiction texts. | <p>Readers make connections to help them identify with text, remember important information and enhance their understanding of these texts (Mini-Lesson 3).</p> <p>Readers infer what the character might say and think by considering what's happening in the story and stepping into the character's shoes. This can happen in shared reading too (Mini-Lesson 7).</p> | <p>Readers make connections to help them identify with text, remember important information and enhance their understanding of these texts (Mini-Lesson 3).</p> <p>Readers infer what the character might say and think by considering what's happening in the story and stepping into the character's shoes. This can happen in shared reading too (Mini-Lesson 7).</p> | |
| Readers use punctuation, and other text signals to expressively reread text. | Readers of fiction pay close attention to mood, dialogue, and text signals to enhance the meaning and engagement (Mini-Lesson 5). | Readers of fiction pay close attention to mood, dialogue, and text signals to enhance the meaning and engagement (Mini-Lesson 5). | |

We suggest you skip the following lessons: None

Celebration Ideas:

- Students can celebrate their favorite book (one read in class or one from home) to retell in groups. Students can dress up as their favorite character from the book.

Nonfiction: Extraordinary Experts of Nonfiction

Grade K Unit 3

The world opens up when students read nonfiction texts. Students become experts on certain topics and read to find out more. The nonfiction text encourages natural curiosity about a topic. Students are engaged and eager to read to find answers and locate information about topics. Students should spend time reading nonfiction, from newspapers to biographies as well as informational websites. The students in your class should feel like “experts” on topics they have learned and read about in class. Nonfiction reading leads to inquiry and understanding about a certain topic. Students will develop a passion for gathering information and use this information to “make sense” of what they are learning.



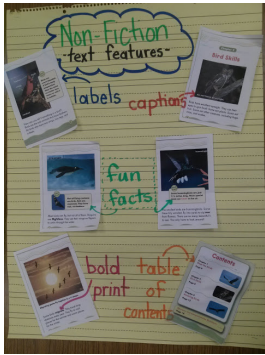
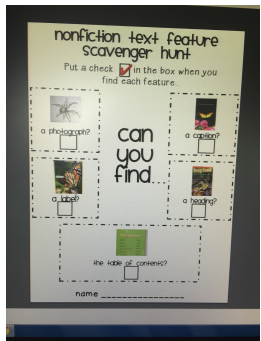















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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers read nonfiction to learn about topics of interest? • How do readers talk-to-teach with a partner? • How do readers learn about their world and grow ideas from nonfiction texts? | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers understand the parts of nonfiction books. • Readers ask questions to help understanding. • Readers identify big ideas and supporting details. • Readers use strategies before, during, and after reading. |
| <p>Teaching Texts: SCHOOLWIDE:</p> <ul style="list-style-type: none"> • <i>Soccer</i> by Charlotte Gullain or <i>Glow: Animals with Their Own Night-Lights</i> by W.H. Beck • <i>Healthy Habits</i> by Rebecca Weber • <i>How Bees Make Honey</i> by Louise Spilsbury or <i>An Animal Community</i> by Bobbie Kalman • <i>I See a Kookaburra! Discovering Animal Habitats Around the World</i> by Steve Jenkins and Robin Page • <i>Me...Jane</i> by Patrick McDonnell • <i>What We Wear: Dressing Up Around the World</i> by Maya Ajmera, Elise Hofer Derstine, and Cynthia Po <p>Shared Texts</p> <ul style="list-style-type: none"> • “From Tail to Trunk” from <i>Zootles: Elephants</i> • “How Big Is a Giraffe?” from <i>Zootles: Giraffes</i> • “Kari’s First Day” by Charman Simon from <i>Zootles: Dolphins</i> <p>OTHER:</p> <ul style="list-style-type: none"> • Language Literacy Staircase • Leveled Classroom Libraries • Keep reading aloud the Non-Fiction texts. These can be topics that children are interested in or ones to compare and contrast. Students should be able to read books in book bags and discuss with partners information they are reading about. • Mentor Text Author Pages & Summary Spreadsheet | <p>NJSLS-ELA NJSLS-Social Studies NJSLS-Science Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Information</u> <i>Key Ideas and Details:</i> RI.K.1, RI.K.2 <i>Craft and Structure:</i> RI.K.4, RI.K.5, <i>Integration of Knowledge and Ideas:</i> RI.K.7, RI.K.8 <i>Range of Reading and Text Complexity:</i> RI.K.10</p> <p><u>Reading Foundation Standards</u> <i>Print Concepts:</i> RF.K.1 <i>Phonological Awareness:</i> RF.K.2 <i>Phonics and Word Recognition:</i> RF.K.3 <i>Fluency:</i> RF.K.4</p> <p><u>Writing Standards</u> <i>Texts Types and Purposes:</i> W.K.2 <i>Research to Build and Present Knowledge:</i> W.K.8</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.K.3, <i>Presentation of Knowledge and Ideas:</i> SL.K.6</p> <p><u>Language Standards</u> <i>Conventions of Standard English:</i> L.K.1, L.K.2 <i>Vocabulary Acquisition and Use:</i> L.K.4, L.K.6</p> |

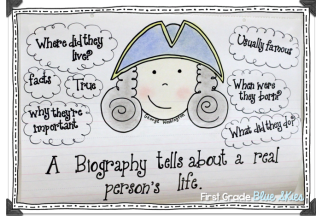
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| | <p><u>Career Readiness Practices</u> CRP1. CRP9.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language</i>: ELD Standard 1 <i>The Language of Language Arts</i>: ELD Standard 2 <i>The Language of Science</i>: ELD Standard 4</p> |
| <p>What Students Are Reading: Students are reading Emergent Nonfiction texts. Nonfiction texts empower students to feel like “experts” on the topics or subjects they have read about.</p> <p>Students will need two types of nonfiction in their book baggies:</p> <p><i>Emergent Nonfiction:</i> Teachers can read aloud the Emergent Nonfiction texts 3-5 times and then students “read” them (during their independent/guided reading time) on their own by using the pictures and remembering information from the text. By reading nonfiction texts you are allowing students to learn about new information based on topics of interest.</p> <p><i>Just Right Nonfiction Books:</i> Students will also need to have access to leveled nonfiction (A-E typically) where they can continue to develop their reading level skills and stamina. Students’ book baggies may have a combo of Emergent books and Just Right books or have the Just Right books in the personal baggies and the Emergent books in a bin that is shared with a few students at the table.</p> | <p>Unit Timeframe: 9 Weeks</p> |
| <p>Vocabulary and Key Concepts: Activate-cause to function or act Background knowledge-knowledge one already has</p> | <p>Assessments (some assessments can be in more than one category): <u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring</p> |

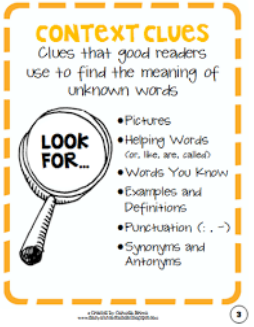
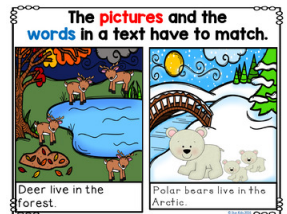
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| <p>Biography-literary genre that portrays the experiences of all these events occurring in the life of a person, mostly in a chronological order</p> <p>Bold print-bold type</p> <p>Expert-comprehensive and authoritative knowledge of or skill in a particular area</p> <p>Explore-inquire into or discuss (a subject or issue) in detail</p> <p>Glossary-an alphabetical list of terms or words found in or relating to a specific subject/text with explanations</p> <p>Heading-title found at the top of a page or section</p> <p>Index-found at the back of the book and contains important ideas or central concepts</p> <p>Information-facts provided or learned about something or someone</p> <p>Key details-important details that help the reader make sense of the text, usually related to the main idea</p> <p>Main topic-focus of the text</p> <p>Making connections-using information one knows to help make sense of new information</p> <p>Nonfiction-text based on facts and true, can be informative or literary</p> <p>Table of Contents-a list of where topics can be found, usually at the beginning of a book</p> <p>Text features-supports that help a reader to navigate a non-fiction text</p> <p>Text structures-ways to organize text</p> <p>Topic-the subject of a text</p> <p>Visualize-recall or form mental images or pictures</p> | <p><u>Summative</u>: SchoolWide reading assessments and teacher created assignments</p> <p><u>Benchmark</u>: Fountas & Pinnell, FUNdations</p> <p><u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p> |
| <p>Reading Foundation Skills:</p> <ul style="list-style-type: none"> • Resource: <i>Foundations</i> and appropriate materials as needed with each <i>Foundations</i> activity • K Foundations Pacing Calendar | <p>Differentiation Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One:One conferring with teacher • Student selected goals for reading |

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| | <ul style="list-style-type: none"> • Level of independence • Consult mentor texts to support reading strategies • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504 |
| <p>Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines</p> <p><u>Science:</u> K-LS1-1</p> <p><u>Social Studies:</u> 6.1.2.CivicsCM.3, Holocaust Mandate, Asian Americans and Pacific Islanders (AAPI) Mandate</p> <p><u>Career Readiness, Life Literacies & Key Skills:</u> 9.4.2.IML.1</p> <p>In this unit, students will have the opportunity to gain exposure and knowledge to animals and cultures around the world. All students in the classroom will be exposed to a variety of mentor texts which will be used as read-alouds by the teacher to help support global awareness. To accomplish this, teachers will read <i>I See a Kookaburra! Discovering Animal Habitats Around the World</i> and <i>What We Wear: Dressing Up Around the World</i> to engage students in discussions about diversity and tolerance. <i>What We Wear: Dressing Up Around the World</i> also supports the AAPI mandate due to the author's heritage. Students can also use their computer devices to read and explore about the animals and cultures they learn about.</p> | |

| Unit Goals | Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i> | Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i> | Notes for Teachers |
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| Readers understand the parts of nonfiction books. | <p>Readers examine the different types, looks, and structure of nonfiction texts (Lesson 1).</p> <p>Readers explore features found inside nonfiction texts (Lesson 3).</p> | <p>Readers notice and explore the features of a nonfiction book (Lesson 3).</p> <p>Readers use the Table of Contents and Index to help them locate</p> | <p>If students' leveled books do not have a table of contents or index you can skip this lesson during Reading Workshop.</p> |

| | <p>Readers use literary nonfiction texts to learn about the topic through illustrations (Mini-Lesson 10).</p> <p>Readers use fun facts to gather more interesting information about topics (Mini-Lesson 9).</p> <p>Readers go on a nonfiction scavenger hunt.</p> | <p>specific information (Mini-Lesson 7).</p> <p>Readers learn about the topic through illustrations (Mini-Lesson 10).</p> <p>Readers learn how to identify nonfiction books by looking at the cover and inside pages for photographs.</p> |   | | | | | | | | | | | | | | | |
|---|--|---|--|---|---------------------|----------------|-----------------|------------|---|---|---|---|---|--|--|--|--|--|
| <p>Readers ask questions to help understanding.</p> | <p>Readers use their background knowledge to enhance their understanding of topics found in nonfiction texts (Lesson 2).</p> <p>Readers ask questions that start with who, what, when, where, why and how (Lesson 6).</p> <p>Readers preview books and think about what they already know about the topic (Mini-Lesson 1).</p> | <p>Readers preview books and think about what they already know about the topic (Mini-Lesson 1).</p> <p>Readers use their background knowledge to help them make connections with information they</p> | <table><tr><th>What I think I know...</th><th>Yes, we were right!</th><th>Disconceptions</th><th>New Information</th><th>Wonderings</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | What I think I know... | Yes, we were right! | Disconceptions | New Information | Wonderings |  |  |  |  |  | | | | | |
| What I think I know... | Yes, we were right! | Disconceptions | New Information | Wonderings | | | | | | | | | | | | | | |
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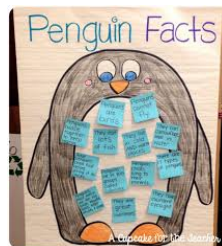
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| | | <p>read in their nonfiction texts (Mini-Lesson 1).</p> <p>Readers read and discover new information that adds to what they already know or changes the way they think about a topic (Mini-Lesson 5)</p> <ul style="list-style-type: none"> • Readers talk about what they are learning about as they read nonfiction texts. • Readers ask each other questions about what they are reading. • Readers ask themselves, "What is something I might learn from this book?" | |
| Readers identify big ideas and supporting details. | <p>Readers read biographies in order to learn important events, dates, and information about a person's life (Lesson 5).</p> <p>Readers identify the main topic and the key details that connect to the main topic (Lesson 8).</p> | <p>Readers identify the main topic and the key details that connect to the main topic (Lesson 8).</p> |  |
| Readers will use strategies before, during, and after reading. | <p>Readers look closely at the photographs to notice how they relate to the words (Lesson 4).</p> <p>Readers use different strategies to learn new words (Lesson 7).</p> <p>Readers create mental images as they read to help deepen their understanding of a new topic (Mini-Lesson 3).</p> | <p>Readers look closely at the photographs to notice how they closely relate to the words (Lesson 4).</p> <p>Readers use different strategies to learn new words (Lesson 7).</p> <p>Readers create mental images as they read (Mini-Lesson 3).</p> | |

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| | <p>Readers stop and think while reading about what they already know and what is new information from the text (Mini-Lesson 4).</p> | <p>Readers stop and think while reading about what they already know and what is new (Mini-Lesson 4).</p> <p>Readers use context clues and other strategies to help figure out the meaning of unknown words. (Mini-Lesson 6)</p> <p>Readers use pictures to help them read the words in their texts.</p> <p>Readers check the pictures and the words to make sure the words they read make sense.</p> |   |
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We suggest you **SKIP** the following lessons: **None**

Celebration Ideas:

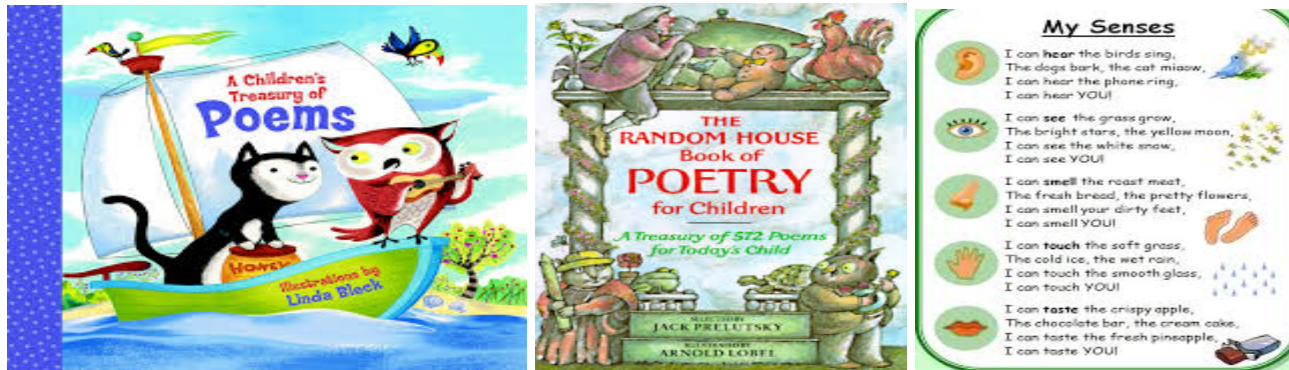
- Students can work with partners/groups to create a poster about what they learned about their topic.
- Students can sketch teaching pictures on their posters and write a sentence about their picture.



Poetry: Exploring the Magical World of Poetry

Grade K Unit 4

In this unit, students will have the chance to explore the world of poetry. During this poetry unit, students will learn the functions of language. Poems are great for helping young children make connections, think deeply, and analyze literature for a purpose and message. Students will use skills reviewed in other units and apply these reading skills to help unlock the meaning of poems they are reading, while building their understanding of poetry as a genre. Poetry offers young minds a world where they can be creative and use personal expression in their reading. Poetry for young children is magical.



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| <p>Essential Questions</p> <ul style="list-style-type: none"> • How do readers create images in their minds when reading poems? • How do readers talk about poems with partners? • How do readers handle tricky parts of their “just right” books? | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers explore poetry as a genre. • Readers use patterns in words. • Readers listen to the sounds of poems. • Readers use strategies to figure out the tricky, new words. • Readers use strategies to understand what they are reading. • Readers retell what they just read about and share their opinions with partners. |
| <p>Teaching Texts: SCHOOLWIDE: Mentor Texts</p> <ul style="list-style-type: none"> • <i>Dirt on My Shirt: Selected Poems</i> by Jeff Foxworthy • <i>Name That Dog! Puppy Poems From A to Z</i> by Peggy Archer or <i>When I Was a Grown-Up and Other Poems</i> by Nichole Hansen • <i>Read-Aloud Rhymes for the Very Young</i> by Jack Prelutsky (Ed.) • <i>Shout! Little Poems that Roar</i> by Brod Bagert • <i>A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play</i> by Marilyn Singer • <i>Switching on the Moon: A Very First Book of Bedtime Poems</i> by Jane Yolen and Andrew Fusek Peters (Eds.) or <i>I See the Moon</i> by Nosy Crow <p>Shared Texts</p> <ul style="list-style-type: none"> • “Eagle Flight” by Georgia Heard • “Lullaby” by Georgia Heard • “Song of the Dolphin” by Georgia Heard <p>OTHER:</p> <ul style="list-style-type: none"> • Language Literacy Staircase • Leveled Classroom Libraries • Mentor Text Author Pages & Summary Spreadsheet | <p>NJSLS-ELA Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.K.1 <i>Craft and Structure:</i> RL.K.5 <i>Integration of Knowledge and Ideas:</i> RL.K.7, RL.K.9 <i>Range of Reading and Text Complexity:</i> RI.K.10</p> <p><u>Reading Foundation Standards</u> <i>Print Concepts:</i> RF.K.1 <i>Phonological Awareness:</i> RF.K.2 <i>Phonics and Word Recognition:</i> RF.K.3 <i>Fluency:</i> RF.K.4</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.K.1, SL.K.2, SL.K.3 <i>Presentation of Knowledge and Ideas:</i> SL.K.6</p> <p><u>Language Standards</u> <i>Conventions of Standard English:</i> L.K.1, L.K.2 <i>Vocabulary Acquisition and Use:</i> L.K.4, L.K.6</p> <p><u>Career Readiness Practices</u> CRP1. CRP4.</p> |

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| | <p><u>WIDA ELD Standards</u></p> <p><i>Social and Instructional Language</i>: ELD Standard 1</p> <p><i>The Language of Language Arts</i>: ELD Standard 2</p> |
| <p>What Students Are Reading:</p> <p>During independent reading students are reading Poetry. Poetry helps children learn patterns, beats and helps with fluency . Students should have between 5-8 poems in their book bags.</p> <p>You may use this list as a guide when selecting additional poetry texts. Best Children's Poetry Books</p> <p>It is essential that students also read “just right” books every day for at least 20 minutes. Make sure students have another baggie or more books in their baggies to read daily. They will need 8-10 mixed genre just right books to read across the week. The books do not need to align with poetry and are meant to continue students’ reading level growth.</p> | <p>Unit Timeframe:</p> <p>6 Weeks</p> |
| <p>Vocabulary and Key Concepts:</p> <p>Alliteration-figure of speech and a stylistic literary device which is identified by the repeated sound of the first or second letter in a series of words, or the repetition of the same letter sounds</p> <p>Beat- the rhythm of the poem/song</p> <p>Bold Print-bold type</p> <p>Descriptive Language-vivid and specific, and helps someone imagine a scene the reader did not witness</p> <p>Image-language and description that appeals to our five senses</p> <p>Line Break-poetic device that is used at the end of a line, and the beginning of the next line in a poem</p> <p>Mental Image</p> <p>Onomatopoeia-poetic structure of words to convey how something sounds</p> <p>Pattern-a repeated word, phrase, or image</p> <p>Poem-designed to convey experiences, ideas, or emotions in a vivid and imaginative way, characterized by the use of language chosen for</p> | <p>Assessments (some assessments can be in more than one category):</p> <p><u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring</p> <p><u>Summative</u>: SchoolWide reading assessments and teacher created assignments</p> <p><u>Benchmark</u>: Fountas & Pinnell, FUNdations</p> <p><u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p> |

its sound and suggestive power and by the use of literary techniques such as meter, metaphor, and rhyme (not in prose)

Poet-an author who writes poems

Poetry-type of literature based on the interplay of words and rhythm

Repetition--repeating word, phrase or image to emphasize significance

Rhyme-repetition of the same or similar sounds occurs in two or more words, usually at the end of lines in poems or songs

Rhythm-expressed through stressed and unstressed syllables

Visualize-recall or form mental images or pictures

Reading Foundation Skills:

- Resource: *Foundations* and appropriate materials as needed with each *Foundations* activity
- [K Foundations Pacing Calendar](#)


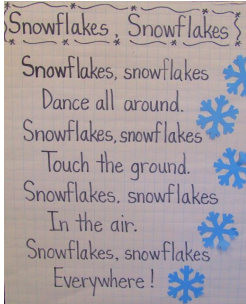
Differentiation Strategies:

- Strategy and flexible groups based on formative assessment or student choice
- Guided reading groups
- One:One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Career Readiness, Life Literacies & Key Skills: 9.4.2.CI.2, 9.4.2.TL.2

In this unit, students will have the opportunity to think creatively about the world of poetry while appreciating the language choices that help make the genre so creative. Students can create, type and illustrate a poem to share.

| Unit Goals | Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i> | Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i> | Notes for Teachers |
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| <p>Readers explore Poetry as a genre.</p> | <p>Readers read, explore, and listen to a variety of poetry selections in order to learn more and enjoy poetry (Lesson 1).</p> <p>Readers read lullabies and discuss how the simple story lines, rhymes, rhythms, and tones help calm them, put them to sleep, or provide them with opportunities to play or sing along (Lesson 10).</p> | <p>Readers look through individual poems with partners (Lesson 1).</p> <p>Partners read copies of familiar shared reading poems together, discussing the meanings, images, and descriptive language of the poems (Mini-Lesson 1).</p> <p>Readers apply the same reading strategies to independent reading books in other genres (Lesson 11).</p> <p>Readers read the story lines from a familiar lullaby and discuss whether the lullaby or nursery rhyme is for calming, sleeping, playing or singing along (Lesson 10).</p> |   |

Readers use strategies to understand what they are reading.

Readers read poetry together to get an idea of what is happening and to understand the meaning of the poem (Lesson 2).

Readers use background knowledge and the words from poems to create mental images as they read (Lesson 12).

Readers make connections with poems being read and use those connections to connect one poem to another poem (Mini-Lesson 4).

Readers think about what's happening, what they already know, what they picture to be happening, and what they wonder to help find the meaningful message or big idea of a poem (Appendix: "Discovering Meaningful Messages" (Mini-Lesson 5).

Readers focus on the different ways poems look and sound helping to understand the meaning of the poem (Lesson 3).

Readers understand and use the features of poetry to help them read

Readers use strategies for making predictions before independently reading (Lesson 2).

Readers reread familiar poems to create sensory images (Lesson 12).

Readers use reading strategies to help gain meaning and understanding of what they are reading (Mini-Lesson 2).

Readers explore poems with partners and look for features that were discussed during the read-aloud (Lesson 3).


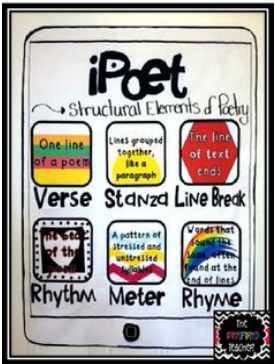
Readers use "devices" that poets provide to become strong readers (Appendix: "How We Change Our Voices") (Mini-Lesson 3).


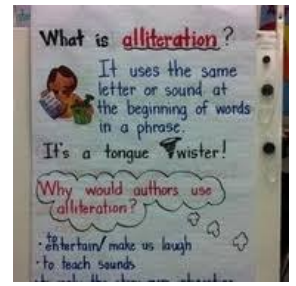
Sensory Details

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| Sight |  | The socks were on the floor. The muddy socks were piled on top of the rug. |
| Sound |  | The plane flew over. The buzzing sound filled the air. |
| Touch |  | The mud was green. The mud felt slimy and cold between my toes. |
| Taste |  | The pizza was greasy. The pizza tasted like cardboard. |
| Smell |  | Her perfume smelled good. Her perfume smelled like flowers and vanilla. |

If students are reading instructional texts at a level C and above, choose texts with a variety of punctuation marks (Mini-Lesson 3).

Students are reading leveled books independently, they apply

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| | <p>the poem the way it was intended to sound (Lesson 4).</p> <p>Readers read a variety of poems to build images and gain deeper meanings of poems (Lesson 11).</p> | <p>Readers look through collections of familiar poems and read together in pairs. They talk about the mental movies they are creating as they read, using the strategies taught in this lesson (Lesson 11).</p> | <p>the same strategies for reading with prosody when they encounter all capital letters, bold print, and a variety of punctuation (Lesson 4).</p>  |
| <p>Readers use patterns in words.</p> | <p>Readers use rhythm, beat and rhyme in their poems in order to help read the words and make their poem sound pleasing (Lesson 5).</p> <p>Readers can hear and identify rhyming words in poems (Lesson 6).</p> | <p>Readers look through familiar poems with their partners and reread the poems together using rhythm, beat and rhyme (Lesson 5).</p> <p>Readers read in pairs, looking for and discussing rhyme. Readers can highlight rhyming words using highlighter tape or Wikki Stix (Lesson 6.)</p> <p>Readers of “just right” books look for the pattern words and read them in a smooth voice.</p> <p>Readers of “just right” books match the pattern words in their books to the class word wall and read them in a snap.</p> <p>When readers get stuck on a word they look back to see if it is a pattern</p> |  |

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| | | <p>word and if they have seen and read it before.</p> <p>Readers read “just right” books over and over and read the pattern words and new words in a smooth voice that sounds like talking.</p> | |
| <p>Readers listen to the sounds of poems.</p> | <p>Readers recognize the roles that onomatopoeia and repetition play in creating sounds, images, and meanings of poems (Lesson 7).</p> <p>Readers recognize sound words and repetition in poems, making it easier to help read with expression and volume (Lesson 8).</p> <p>Readers use alliteration in their poems to give their poems musicality. Use Appendix: “All About Alliteration” (Lesson 9).</p> | <p>Readers use familiar poems from Shared Reading and practice rereading, taking note of repetition or onomatopoeia (Lesson 7).</p> <p>Readers use familiar poems or copies of shared reading texts and read in pairs, looking for and discussing onomatopoeia and repetition (Lesson 8).</p> <p>Readers change their voice when reading poems to match the feeling of the poem.</p> |   |
| <p>Readers use strategies to figure out the tricky, new words.</p> | <p>Readers read text to understand it and use strategies to help them understand new words.</p> | <p>Readers look at the word and realize that there may be more than one strategy they need to figure out the tricky word.</p> <p>Readers check the picture to help them solve the tricky word.</p> | <p>This is an essential part of kindergarten and requires students to be reading “just right” books.</p> <p>Be careful to match the strategies you are teaching to the books the student is reading. For example, if the student is reading a Level A</p> |

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| | | <p>Readers look at the first letter and make that sound while also checking the picture to figure out a tricky word.</p> <p>Readers use their resources when figuring out the tricky word (word wall, labels, etc.)</p> <p>Readers notice when it is a rhyming pattern in a book. They sometimes see if the tricky word rhymes with another word.</p> <p>Readers say the sounds that match each letter and then blend the sounds together. Remember, this strategy is most helpful when used with others.</p> | <p>level text, chunking a word will not be helpful. Use the Fountas and Pinnell resources for guidelines about which strategies apply to each level.</p> |
| <p>Readers retell what they just read about and share their opinions with partners.</p> | <p>Readers think about their book and share it with others.</p> | <p>Partners often get together to share their books. Before they get started they often introduce the book by telling a little bit about it.</p> <p>Partners may compare one book to another, noticing what they like about one or the other.</p> <p>Partners share their opinions about the books they are reading. They might say, "This book is so..."</p> <p>Partners share their opinions about a few of their books by sharing which one is the best, silliest, most interesting, etc.</p> <p>Partners help each other retell by asking questions like, "What happened after that? Or I'm</p> | <p>Reading partners should be on or very near the same reading level so they can help one another and learn from each other's books.</p> |

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| | | <p>confused. Would you explain that again?"</p> <p>Partners often share the author and illustrator of the book when beginning to talk about it.</p> | |
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We suggest you **SKIP** the following lessons: **None**

Celebration Ideas:

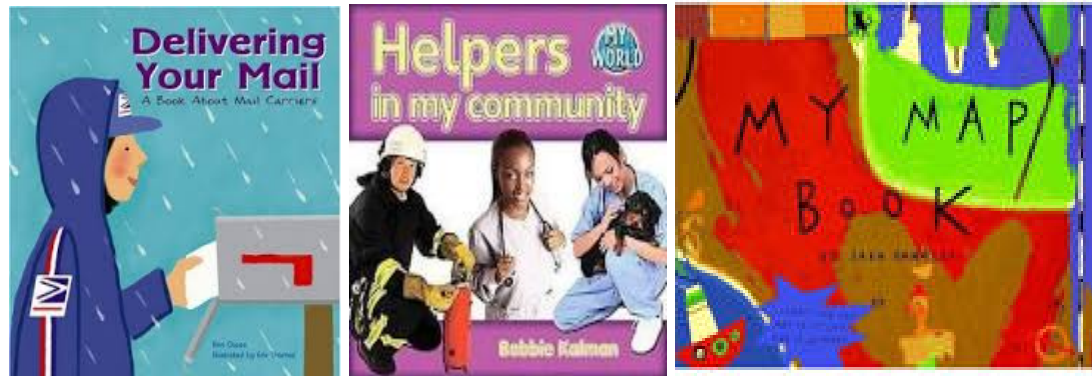
- Students can write a poem that they can read to the class.
- Create a "Poem Cafe" in the classroom and the children can sit and relax while listening to other poems throughout the day.
- Readers celebrate poetry by performing poems in class (Mini-Lesson 6)



Social Studies: My Place in the World

Grade K Unit 5

Students are always trying to make sense about their world and the information that is given to them through their surroundings. In order for students to “make sense” of their environment, they must use reading and writing to build and grow on prior knowledge. In this unit, students will read various texts that will help them navigate their world and roles people play in their community. This unit will give students a chance to not only read and write, but to also speak and listen to others. Students should feel comfortable and enjoy learning about everyday activities in their community and at home.

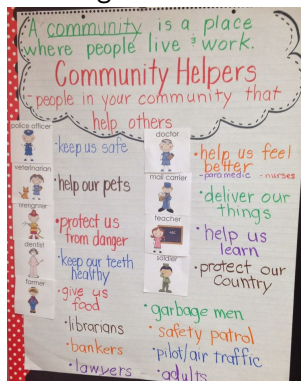
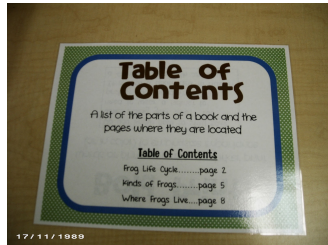


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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers make connections between books? • How do readers use parts of a book to support their thinking? | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers form ideas about books. • Readers use strategies to figure out the meaning of new words. • Readers compare books with a partner. • Writers create interesting and engaging sentences that are worth feeling proud of and celebrating. |
| <p>Teaching Texts:</p> <p>SCHOOLWIDE:</p> <p>Mentor Texts Reading/Writing Binder(Read Alouds)</p> <ul style="list-style-type: none"> • <i>Fancy Nancy: My Family History</i> by Jane O'Connor • <i>Helpers in My Community</i> by Bobbie Kalman • <i>Me and My Family Tree</i> by Joan Sweeney • <i>Me on the Map</i> by Joan Sweeney • <i>Whose Hat Is This?: A Look at Hats Workers Wear--Hard, Tall, and Shiny</i> by Sharon Katz Cooper <p>Shared Texts & Documents</p> <ul style="list-style-type: none"> • “Community Helpers” by Pat Pollack • “Home Sweet Home” by Pat Pollack • “In My House” by Pat Pollack <p>SCHOOLWIDE:</p> <p>Mentor Texts Grammar Binder</p> <ul style="list-style-type: none"> • <i>David Gets in Trouble</i>, Shannon • <i>If You Were a Capital Letter</i>, Shaskan • <i>If You Were a Noun</i>, Dahl • <i>Lucky Song</i>, Williams • <i>Matthew A.B.C.</i>, Catalanotto • <i>Max’s Words</i>, Banks • <i>My Mom</i>, Browne • <i>The Pigeon Wants a Puppy!</i>, Willems • <i>So Much!</i>, Cooke • <i>Yo! Yes?</i>, Raschka | <p>NJSLS-ELA</p> <p>NJSLS-Comprehensive Health and Physical Ed.</p> <p>NJSLS-Social Studies</p> <p>Career Readiness, Life Literacies, and Key Skills</p> <p>WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u></p> <p><i>Key Ideas and Details:</i> RL.K.1, RL.K.3</p> <p><i>Craft and Structure:</i> RL.K.5</p> <p><i>Integration of Knowledge and Ideas:</i> RL.K.9</p> <p><u>Reading Standards for Information</u></p> <p><i>Key Ideas and Details:</i> RI.K.1, RI.K.2, RI.K.3</p> <p><i>Craft and Structure:</i> RI.K.4, RI.K.5, RI.K.6</p> <p><i>Integration of Knowledge and Ideas:</i> RI.K.7, RI.K.8, RI.K.9</p> <p><i>Range of Reading and Text Complexity:</i> RI.K.10</p> <p><u>Reading Foundation Standards</u></p> <p><i>Print Concepts:</i> RF.K.1</p> <p><i>Phonological Awareness:</i> RF.K.2</p> <p><i>Phonics and Word Recognition:</i> RF.K.3</p> <p><i>Fluency:</i> RF.K.4</p> <p><u>Writing Standards</u></p> <p><i>Text Types and Purposes:</i> W.K.1, W.K.3</p> <p><i>Production and Distribution of Writing:</i> W.K.5</p> <p><i>Research to Build and Present Knowledge:</i> W.K.8</p> |

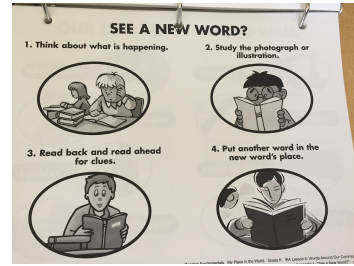
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| <p>OTHER:</p> <ul style="list-style-type: none"> • Language Literacy Staircase • SchoolWide Grammar Binder • Leveled Classroom Libraries • Mentor Text Author Pages & Summary Spreadsheet | <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.K.1, SL.K.2 <i>Presentation of Knowledge and Ideas:</i> SL.K.4, SL.K.5, SL.K.6</p> <p><u>Language Standards</u> <i>Conventions:</i> L.K.1, L.K.2 <i>Vocabulary Acquisition and Use:</i> L.K.4, L.K.6</p> <p><u>Career Readiness Practices</u> CRP1. CRP8.</p> <p>WIDA ELD Standards <i>Social and Instructional Language:</i> ELD Standard 1 <i>The Language of Language Arts:</i> ELD Standard 2 <i>The Language of Social Studies:</i> ELD Standard 5</p> |
| <p>What Students Are Reading: Students will need leveled just right books that match the themes of the unit. These are likely books that are levels B-F and are about families and communities. The books can be organized into topic bins so students can share books if there are not enough for each student to have 8-10 books per week in their personal book bag.</p> <p>If you do not have enough community leveled books students can also choose other just right books that are mixed genres and topics so they maintain and grow their reading skills and levels.</p> <p>You may use this list as a guide when choosing texts on community helpers: Community Helpers Books</p> | <p>Unit Time Frame: 4 Weeks Reading shared with 3 Weeks of Writing</p> |
| <p>Vocabulary and Key Concepts: Analyze- carefully examine Community-a group of people living/sharing the same place or having norms in common Compare-find the similarities between two texts Contrast-find the differences between two objects Event-a thing that happens, especially one of importance</p> | <p>Assessments (some assessments can be in more than one category): <u>Formative:</u> Observations, notebooks, class participation, guided reading, independent reading, conferring, and grammar reflection</p> <p><u>Summative:</u> SchoolWide reading assessments, SchoolWide postcard writing, SchoolWide family album and teacher created assignments</p> |

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| <p>Family-a group consisting of related people living together</p> <p>Illustrate-draw or demonstrate</p> <p>Map-diagrammatic representation of an area of land or sea showing physical features, cities, roads</p> <p>Map Key-information. Like symbols/colors to represent things for the map to make sense</p> <p>Retell-to tell again or in another form</p> <p>Sequence-in order</p> <p>Summarize-a brief statement or restatement of main points, especially as a conclusion to a work</p> <p>Symbol-using an object or action that means something more than its literal meaning</p> <p>Visualize-recall or form mental images or pictures</p> | <p><u>Benchmark:</u> Fountas & Pinnell, FUNdations</p> <p><u>Alternative:</u> Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p> |
| <p>Reading Foundation Skills:</p> <ul style="list-style-type: none"> • Resource: <i>Foundations</i> and appropriate materials as needed with each <i>Foundations</i> activity • K Foundations Pacing Calendar | <p>Differentiation Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One:One conferring with teacher • Student selected goals for reading • Level of independence • Consult mentor texts to support reading strategies • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504 |
| <p>Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines</p> <p><u>Social Studies:</u> 6.1.2.CivicsPI.1, 6.1.2.CivicsPI.2</p> <p><u>Comprehensive Health and Physical Education:</u> 2.1.2.SSH.4, 2.1.2.SSH.5</p> <p><u>Career Readiness, Life Literacies and Key Skills:</u> 9.1.2.CAP.1, 9.4.2.GCA:1</p> <p>In this unit, students will have the opportunity to gain exposure and knowledge about the word ‘community’ as it applies to their families as well as our local town community. This integration with Social Studies content of being aware of oneself and the greater community surrounding the students will help to build a foundation for citizenship. This unit also incorporates a writing piece complimented by</p> | |

grammar instruction to complete the school year. All of the titles provided as mentor texts will support these connections when conducted as a read aloud. During this unit, students will use persuasive writing skills to create a postcard using information they learned about communities to convince visitors to come to their chosen place. Students will also complete a 'Family Album' to share about their family. Students will use their computer devices to access texts and participate in classroom activities.

| Unit Goals | Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i> | Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i> | Notes for Teachers |
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| Please see this link for Lesson 2 and 8 adaptations. | | | |
| Readers form ideas about books. | <p>Readers use books to grow their ideas about the topic-family and communities (Lesson 1).</p> <p>Readers use what they know (schema) to make connections and build understanding of key concepts in a text (community workers) (Lesson 5).</p> <p>Readers think about the big ideas in the book and ask what does the author want us to learn (Lesson 3)?</p> <p>Readers retell a short shared text in order to understand the author's message (Mini-Lesson 5).</p> <p>Readers think about important details and about the author's big message to retell (Mini-Lesson 5).</p> | <p>Readers use books to form ideas as they read.</p> <p>Readers use what they know (schema) to make connections and build understanding of key concepts in a text (community workers) (Lesson 5).</p> <p>Readers use what they already know to make connections to the stories they are reading in class (such as family and communities) (Mini-Lesson 2).</p> <p>Readers use the Table of Contents to help them predict what they will learn about (Mini-Lesson 1).</p> | <p>Teacher will show Appendix “Retell It Well” to help students with retelling.</p> <div></div> <div></div> |

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| | <p>Readers compare ideas from different books and put it together with what they already know to form bigger ideas (Mini-Lesson 8 & 9).</p> <p>Readers take information they learned from books they listen to and read and combine it with their own thoughts, they can form new ideas, thoughts and opinions (Mini-Lesson 9).</p> <p>Readers ask questions or wonder as they read. Questions start with words like, <i>who, what, when, where, why, how, does, and do</i>. * <i>Display Appendix 1 "Questions Words"</i> (Mini-Lesson 6).</p> <p>Readers create movies in their minds to help them answer their questions (Lesson 2).</p> <p>Readers ask questions, look for answers, and learn words to help them understand (Lesson 4).</p> <p>Readers use the introduction or first page of the book to figure out the "big idea" of the book (Lesson 7).</p> <p>Readers grow their thinking about a topic by taking new learning and adding it to what they already know (Lesson 7).</p> | <p>Readers compare ideas from different books and put it together with what they already know to form bigger ideas (Mini-Lesson 8 & 9.)</p> <p>Readers ask questions or have wonderings as they read. Questions start with words like, <i>who, what, when, where, why, how, does, and do</i>. (Mini-Lesson 6).</p> <p>Readers look through or read books to make pictures come to life inside their minds as they visualize. This helps them answer their questions (Lesson 2).</p> <p>Readers look through their book bags and ask questions, look for answers, and learn words to help them understand (Lesson 4).</p> <p>Readers use the introduction or first page of the book to figure out the "big idea" of the book (Lesson 7).</p> <p>Readers turn and talk about what they thought and what they learned. They work with partners to</p> | |
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| | <p>Readers pay close attention to the “little” details that are presented in texts through the words and illustrations. Then they use what they already know to form new ideas (Lesson 8).</p> <p>Readers practice visualizing by reading through a poem about a familiar topic (Mini-Lesson 4).</p> | <p>complete Appendix 1 “What I thought and What I Learned”.</p> <p>Readers pay close attention to the “little” details that are presented in texts through the words and illustrations. Then they use what they already know to form new ideas (Lesson 8).</p> <p>Readers practice visualizing by reading through a poem about a familiar topic (Mini-Lesson 4).</p> <p>Readers make personal connections and sketch/write about their experiences (Mini-Lesson 10).</p> | |
| Readers use strategies to figure out the meaning of new words. | <p>Readers use important strategies (Appendix 1 “See a New Word?”) to figure out what words mean (Lesson 6).</p> <p>Readers use context clues to determine the meaning of unfamiliar words using Appendix 1: “What Readers Do When They Come Across New Words” (Mini-Lesson 7).</p> | <p>Readers use important strategies (Appendix 1 “See a New Word?”) to figure out what words mean (Lesson 6).</p> <p>Readers use context clues to determine the meaning of unfamiliar words. Appendix 1: “What Readers Do When They Come Across New Words” (Mini-Lesson 7).</p> |  <p>SEE A NEW WORD?</p> <ol style="list-style-type: none"> 1. Think about what is happening. 2. Study the photograph or illustration. 3. Read back and read ahead for clues. 4. Put another word in the new word's place. |
| Readers compare books with a partner. | Readers think about how information is the same and different across books (Mini-Lesson 3). | <p>Readers often lay two books next to each other and explain how they are the same and different. They compare photos, words, and topics.</p> <p>Readers compare two books on the same topic. They may choose two</p> | It can be supportive for students to be reading the same books as their partner or to each read a book and then switch and read each other's book so they can talk about the same books. |

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| | | <p>books and share what is the same and different.</p> <p>Partners add on to other comparisons by saying, “I also learned...” or “What is the same or different about..”</p> <p>Readers sometimes look across three texts to see what is the same and different. They turn pages together, study together, and name out what they are noticing.</p> | |
| Writers create interesting and engaging sentences that are worth feeling proud of and celebrating. | Writers use grammar and writing conventions to create interesting and engaging sentences. (Culminating Mini-Lesson, Grammar Binder) | Writing sentences on their own using skills and strategies taught throughout the year. (Grammar Binder Appendixes: 1,2,3,4,5) | Students will celebrate all they have learned with reading and grammar conventions by creating a book about community helpers to be presented in class for their celebration. |

We suggest you skip the following lessons: None

Teacher Notes:

- Grammar Mini-Lesson incorporated into this unit:
 - Culminating Mini-Lesson

Celebration Ideas:

- Students can research a community helper and present their research in a fun way. They may dress up like that professional or bring a real professional in from the community to discuss their job to the class (for example: police officer or dentist).

