



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Course: English Language Arts

Grade Level: Kindergarten

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor: ELA/Social Studies K-6, Library/Media Specialists K-12

The Board acknowledges the following who contributed to the preparation of this curriculum.

Ingrid Romero

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
English Language Arts
Grade: **Kindergarten**

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

English Language Arts: Reading: Kindergarten

PACING GUIDE

Unit	Title	Pacing
1	Building a Community of Readers in the Classroom	9-10 weeks
2	Readers Read, Think, and Talk about Emergent Storybooks and Familiar Books	9-10 week
3	Exploring the World of Reading Independently to Create Passionate Readers	9-10 week
4	Diving into a World of Different Genres	8-9 week

English Language Arts: Writing Kindergarten

PACING GUIDE

Unit	Title	Pacing
1	Launching the Writing Workshop- Establishing a Successful Writing Community in the Classroom	8-9 weeks
2	The Natural Power of Writing Through Show-and-Tell	8-9 weeks
3	Writing Stories That People Can Read	8-9 weeks
4	Creating Change Through Writing	7-8 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text.

<ul style="list-style-type: none"> • Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> • Give directions in small, distinct steps. • Allow copying from paper/book. • Give student a copy of the class notes. • Provide written and oral instructions. • Differentiate reading levels of texts (e.g., Newsela). • Shorten assignments. • Read directions aloud to student. • Give oral clues or prompts. • Record or type assignments. • Adapt worksheets/packets. • Create alternate assignments. • Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. • Allow student to resubmit assignments. • Use small group instruction. • Simplify language. • Provide scaffolded vocabulary and vocabulary lists. • Demonstrate concepts possibly through the use of visuals. • Use manipulatives. • Emphasize critical information by highlighting it for the student. • Use graphic organizers. • Pre-teach or pre-view vocabulary. • Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. • Provide audio versions of the textbooks. • Highlight textbooks/study guides. • Use supplementary materials. • Give assistance in note taking • Use adapted/modified textbooks. • Allow use of computer/word processor. • Allow student to answer orally, give extended time (time-and-a-half). • Allow tests to be given in a separate location (with the ESL teacher). • Allow additional time to complete assignments and/or assessments. • Read question to student to clarify. • Provide a definition or synonym for words on a test that do not impact the validity of the exam. • Modify the format of assessments. • Shorten test length or require only selected test items. • Create alternative assessments. • On an exam other than a spelling test, don't take points off for spelling errors.
---	--

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Building a Community of Readers in the Classroom

Target Course/Grade Level: Kindergarten

Unit Summary:

This unit provides an opportunity for students to read a variety of texts and become familiar with the concepts of print. In this unit, teachers will launch the Daily 5 Approach by selecting texts that promote social and emotional development. This will help students develop independence, stamina, and accountability which are also needed to build a community of readers in the classroom. Students will begin to develop an understanding of letters, sounds, and words to be able to read.

Approximate Length of Unit: 5-7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Foundational Skills: Reading Language

Print Concepts

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.

- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency words and grade level irregular words with automaticity.
 - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
 - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Foundational Skills: Writing Language

Sound-Letter Basics

- L.WF.K.1** Demonstrate command of the conventions of writing.
- A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

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

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

READING: Literature

RL.TS.K.4 Recognize common types of literary texts (e.g., story books, poems) and identify features of print (front cover, back cover, and title of book).

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

READING: Informational Text

RI.CI.K.2 With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how)

RI.CR.K1 With prompting and support, ask and answer questions about key details in an informational text (e.g, who, what, where, when, why, how).

WRITING:

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to the experiences or events.

W.RW.K.7 With prompting and support, engage in brief but regular writing and drawing tasks.

SPEAKING AND LISTENING:

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to description as desired to provide additional detail.

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

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections and Standards:

Social Studies:

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people

want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit Understandings:

Students will understand that...

- when we read, we follow words from left to right, top to bottom, and page by page.
- spoken words are represented in written language by a specific sequence of letters.
- words are separated by spaces in print.
- letters represent the sounds we hear in words.
- syllables are parts of words that contain a vowel sound.
- breaking words into syllables helps us read and spell them.
- rhyming words have the same ending sounds.
- segmenting is breaking words into individual sounds.
- there are different types of literary texts, such as storybooks and poems.
- details and events can be found in different literary texts.
- characters, settings, and major events can be found in different literary texts.
- informational texts can provide a main topic and key details.
- informational texts can provide opportunities to ask and answer questions.
- good readers use strategies to help them understand stories and texts.

Unit Essential Questions:

- How do we establish the daily rituals and routines for our reader's workshop?
- How can exploring different literary texts help us build a community of readers in the classroom?
- How can characters, settings, and events from texts we have read help us build a community of readers in the classroom?
- How can informational texts help us become independent thinkers in our classrooms?
- How can asking and answering questions help us build a community of readers in the classroom?
- How do readers retell an informational text?
- How do different parts of a story or book work together to tell us what happens and why?
- What types of questions do good readers ask about a text?

Knowledge and Skills

Students will know...

- Domain-specific vocabulary
 - the parts of a book- front cover, back cover, spine
 - title, author, illustrator, fiction, nonfiction
 - Nonfiction text features- table of contents, caption, diagram, heading, bold print, glossary
 - Details, key details
 - Story elements- characters, settings, events, problem, solution
- Category-specific vocabulary
 - community

- feeling words
- adjectives
- sensory words
- Comprehension strategies
 - to reread to comprehend
 - to reread to ask and answer questions
 - to use illustrations to ask and answer questions
 - to use illustrations to determine key details
 - to use graphic organizers to organize information
 - to create a picture web to map out ideas
- Specific foundation skills
 - to recognize and name all upper- and lower-case letters
 - to track print from left to right, top to bottom, and page by page
 - that words are separated by spaces in print
 - that words are made up of letters

Students will be able to...

- recognize and use beginning consonant sound and the letters that represent them.
- recognize, point to, and say the same beginning consonant sound and the letter that represents the sound.
- understand and talk about the fact that some letters represent vowel sounds.
- understand and talk about the concept of a word.
- recognize letters and state their names.
- recognize and point to uppercase letters and lowercase letters.
- hear and say rhyming words.
- hear and generate rhyming words.
- identify parts of a book.
- identify nonfiction text features.
- identify narrative story elements and key details to establish the setting, problem/solution, characters, and plot.
- use Who, What, When, Where, and How questions to help them identify the story elements.
- use reading strategies to ask and answer questions.
- use illustrations to determine key details.
- use graphic organizers to organize information.
- create a picture web to map out ideas.
- ask questions to deepen understanding of a text.
- tell what happened in a text after hearing it read.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Foundations Unit Assessment
- Heggerty Assessment
- ESGI
- Student drawing/writing samples
- Student Oral Response
- Class Discussion
- Anecdotal record
- Teacher Observation
- Conferring Checklist
- Think-Pair-Share
- End of Unit Literary Assessment- Chrysanthemum Pgs. 9-12
- End of Unit Informative Assessment: America's Champion Swimmer Pgs. 33-36

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Think-Pair-Share:** Encourage students to think individually, discuss with a partner, and then share their answers with the whole class. This promotes collaboration and allows students to hear different perspectives.
- **Interactive Read-Alouds:** Engage students by pausing during reading to discuss relationships in the text.
- **Letter Recognition Scavenger Hunt:** Hide letters around the classroom or outdoor area. As students find them, have them say the letter and its sound.
- **Story Retelling with Puppets:** Provide students with puppets or felt characters from a familiar story. Encourage them to retell the story using the puppets, focusing on key events and characters.
- **Sight Word Bingo:** Create bingo cards with sight words commonly used in kindergarten reading materials. Call out the words, and students can mark them on their cards.
- **Interactive Read-Alouds:** Read a story aloud to the class, pausing to ask questions and engage students in discussions about the characters, plot, and setting.
- **Word Family Sorting:** Provide students with word cards from the same word family (e.g., -at, -an, -op). Have them sort the cards into groups based on their word families.

- **Phonics Games:** Play phonics games such as "I Spy" where students have to identify objects that start with a specific letter sound.
- **Story Sequencing:** Give students pictures or sentence strips from a story and have them put them in the correct sequence to retell the story.
- **Word Building with Manipulatives:** Provide students with letter manipulatives (e.g., magnetic letters, letter blocks) and ask them to build simple words.
- **Character Maps:** Provide students with graphic organizers where they can list characters and describe their traits, feelings, and actions.
- **Setting Sensory Chart:** Encourage students to use their senses to describe the setting by creating charts with columns for what they see, hear, smell, feel, and even taste in the story's setting.
- **Event Sequencing:** Use storyboards or timelines to help students sequence and describe the major events in the story in the order they occur.
- **Question Maps:** Use graphic organizers like question maps or question-answer charts to help students organize their questions and answers.
- **Main Idea and Details Chart:** Provide students with a graphic organizer where they can record the main topic in the center and key details surrounding it.
- **Sequential Storyboard:** Use a storyboard template to help students sequence and retell the key details in the order they appear in the text.
- **Independent Reading Time:** Set aside time for students to explore books independently, either in the classroom library or through digital resources.
- **Centers:**
 - Kindergarten and First Grade Student Center Activities
 - Guided Reading
 - Daily 5 Centers
 - Think-Pair-Share
 - Small Group Instruction

RESOURCES

Teacher Resources:

- Unit 1: Reading Pacing Guide
- Foundational Skills Rubric
- Literary Rubric
- Informative Rubric
- Florida Center for Reading Research (Science of Reading)
- Writer's Workshop Units of Study
- Writing Strategies Book
- Comprehension Organizers

- Using Repetition and Picture Cues to Foster Independent Young Readers
- Draw a Story: Stepping from Pictures to Writing
- Louisiana Believes
- The Center for Literacy and Learning
- Difference Between Phonics and Phonological Awareness
- Grade Level Multicultural Library
- Readworks
- Raz Plus
- Reading A-Z
- Decodables
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher’s Manual
- Heggerty Phonemic Awareness
- Daily 5 Padlet
- ELL Strategy Library
- Kindergarten and First Grade Student Center Activities
- UFLI Foundations Toolbox
- UFLI Printable Resources (including printable decodables)

SL.ES.K3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Mentor Texts:

- Schools Around the World-Multicultural (AAH)
- Schools Around the World (AAH)
- This is a School
- Our Class is a Family (LGBTQ/D)

Compare and Contrast Organizer

RL. TS.K.4 Recognize common types of literary texts eg., (storybooks, poems) and identify features of print (front cover, back cover, and title of a book).

Mentor Texts:

- You Hold Me Up-Multicultural (AAH) (AAPI)
- I Like Myself
- Someone New-Multicultural (AAH) (AAPI)
- Waiting Is Not Easy
- Corduroy
- A Pocket for Corduroy

Story Elements Organizer

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

Mentor Texts:

- The Boy Who Tried To Shrink His Name-Multicultural (AAH) (AAPI)
- What if Everybody Did That?

- The Empty Pot
- Jamaica’s Blue Marker
- Text: Chrysanthemum- For End of Unit Assessment

Wheel and Organizer

RI.CI.K.2 With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how)

Mentor Texts:

- Light for All-Multicultural Book (AAH) (AAPI)
- Light for All Read Aloud
- Some People Are Everywhere-Multicultural (AAH) (AAPI)
- Brave Ballerina-Multicultural (AAH) (AAPI)

Text to Self Organizer

RI.CR.K1 With prompting and support, ask and answer questions about key details in an informational text (eg., who, what, where, when, why, how).

Mentor Texts:

- Schools Have Rules
- Alaina and the Great Play-Multicultural (AAH) (AAPI)
- Rise Up and Write It
- Alma and How She Got Her Name-Multicultural
- Text: America's Champion Swimmer- For End of Unit Assessment

Questions Organizer

I Wonder Question Organizer

Equipment Needed:

- Anchor Charts
- Graphic Organizers
- Unit Tool Kit
- Foundation Tool Kit
- Teacher chosen materials
- Chromebooks
- Teacher Device
- Chart Paper
- White Board
- Smart Board

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Launching the Writing Workshop- Establishing a Successful Writing Community in the Classroom

Target Course/Grade Level: Kindergarten

Unit Summary:

This unit provides an opportunity for students to use what they know about letters and sounds. In this unit, teachers will launch the Writer's Workshop which will give the students opportunities to develop independence, confidence, and stamina, characteristics needed to establish a successful writing community in the classroom. Students will begin to tell and communicate their ideas through a combination of pictures, labels, and words.

Approximate Length of Unit: 9 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Foundational Skills: Reading Language

Print Concepts

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.

- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency words and grade level irregular words with automaticity.
 - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
 - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Foundational Skills: Writing Language

Sound-Letter Basics

- L.WF.K.1** Demonstrate command of the conventions of writing.
- A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

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

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

READING: Literature

RL.TS.K.4 Recognize common types of literary texts (e.g., story books, poems) and identify features of print (front cover, back cover, and title of book).

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

READING: Informational Text

RI.CI.K.2 With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how)

RI.CR.K1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

WRITING:

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to the experiences or events.

W.RW.K.7 With prompting and support, engage in brief but regular writing and drawing tasks.

SPEAKING AND LISTENING:

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to description as desired to provide additional detail.

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

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections and Standards:

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit Understandings:

Students will understand that...

- stories can be told through illustrations.
- adding labels reinforces the meaning to images.
- letter sounds help us write words, sentences, and stories.
- first, they need to remember their story, then draw, and finally write about it.
- stretching out words can help us hear all sounds.
- charts around the room can help them to label their pictures.
- telling stories is a way to communicate ideas.
- a story can be told through a combination of pictures, labels, and words.
- ideas can be shared through a combination of pictures, labels, and words.
- adding details can make our illustrations better.

Unit Essential Questions:

- How do we establish the daily rituals and routines for our writer's workshop?
- How do we write true stories from our lives?
- How can illustrations tell a story?
- How can labels reinforce the meaning of images?
- How can we use what we know about letters and sounds to help us write?
- How can stretching out words help us write down the sounds we hear?
- How can we use a combination of drawing and writing to create a story?
- How can we use a combination of drawing and writing to communicate an idea?
- How can adding details help us tell our stories better?

Knowledge and Skills:

Students will know...

- how to hold a pencil.
- how to trace names, and lower and upper case letters.
- how to write all upper- and lower-case letters.
- how to form letters correctly.
- how to write from left to right, top to bottom, and page by page.
- that words are separated by spaces in print.
- that words are made up of letters.

Students will be able to...

- use drawing and writing to represent ideas, concepts and opinions.
- draw a picture or a series of pictures and tell or write about them.

- generate and expand ideas through talk with peers and teacher.
- add details to a drawing to give more information to the reader and to make the writing more interesting.
- use sound-to-symbol and symbol-to-sound correspondence (consonant, vowel, digraph, word pattern, and onset-rime patterns).
- use conventions of writing (capitalization & punctuation).
- use comprehension skills when reading own writing.
- use shapes to help them draw pictures.
- add details to their pictures.
- use charts around the room to help them label their illustrations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Informal Formative Assessment- Daily observation
- Formal- Formative Assessments- Teacher-student conferences
- Conferring Checklists
- Think-Pair-Share
- Writing Pathways
- Teacher Checklist
- Narrative- Student Checklist
- Original- Narrative Rubric
- Unit 1 Writing Rubric
- Unit 1 Writing Checklist- adapted
- Summative Assessment- Published Work Completed- Writing On Demand- End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Picture prompts
- Sentence Starters
- Labels in the room
- Family Chart with names
- Sight Word Wall
- Foundations Tool Kit
- Think It-Say It-Write It
- Small Group

- Personal copies of teaching charts
- Provide appropriate writing partners
- Provide modified writing paper

RESOURCES

Teacher Resources:

- Unit 1: Writing Pacing Guide
- Narrative Checklist
- The Fountas & Pinnell Literacy Continuum
- NJDOE Prerequisite Skills, Curricular Frameworks and Instructional Units
- Florida Center for Reading Research (Science of Reading)
- Louisiana Believes
- Writing Pathways -Units of Study
- Launching the Writing Workshop
- Supporting All Writers
- A Guide to the Writing Workshop
- Writing Pathways
- A Teacher's Guide to Writing Workshop Minilessons
- Launching the Writing Workshop
- Foundations

W.NW.K.3 Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

Mentor Texts:

- Squiggly Story
- The Best Story
- The Shape of Things
- It's a Firefly Night
- Roller Coaster
- Ralph Tells a Story
- Fireflies
- First 100 Words
- Growing Vegetable Soup
- Scaredy Squirrel
- Scaredy Squirrel Goes Camping
- Frog on Log

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Mentor Texts:

- What if Everybody Did That?
- Mind Your Manners
- Kindergarten, Here I Come
- Bright at Night
- Dangerous
- Olive, the Other Reindeer
- Saturday

Equipment Needed:

- Anchor Charts
- Graphic Organizers
- Unit Tool Kit
- Foundations Tool Kit
- Teacher chosen materials
- Chromebooks

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Readers Read, Think, and Talk About Emergent Storybooks and Familiar Books

Target Course/Grade Level: Kindergarten

Unit Summary:

This unit provides an opportunity for students to read a variety of Emergent story books. These stories use simple language and repetitive phrases and focus on foundational reading skills such as letter recognition, phonics and comprehension of basic story elements. In this unit, teachers will expose students to decodable texts that will allow them to apply their knowledge of letter-sound relationships to decode unfamiliar words accurately. Teachers will differentiate based on each student's current level of phonetic knowledge and reading proficiency, providing targeted support as needed. This will help students develop independence, stamina, confidence and interest in reading.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Foundational Skills: Reading Language

Print Concepts

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.

- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

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

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

READING: Literature

RL.CL.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

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


RL.CT.K.8. With prompting and support, identify basic similarities and differences between two literary texts on the same topic.

READING: Informational Text

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

WRITING:

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 

- A. Introduce a topic.
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.K.5 With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.

W.RW.K.7 With prompting and support, engage in brief but regular writing and drawing tasks.

SPEAKING AND LISTENING:

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to description as desired to provide additional detail.

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

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections and Standards:

Social Studies:

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and

in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit Understandings:

Students will understand that...

- when we read, we follow words from left to right, top to bottom, and page by page.
- spoken words are represented in written language by a specific sequence of letters.
- words are separated by spaces in print.
- letters represent the sounds we hear in words.
- syllables are parts of words that contain a vowel sound.
- breaking words into syllables helps us read and spell them.
- rhyming words have the same ending sounds.
- segmenting is breaking words into individual sounds.
- predictable patterns help us read and retell stories.
- details and events can be found in different literary texts.
- details and events can be found in different informational texts.
- characters, settings, and major events can be found in different literary texts
- characters, settings, and major events can be found in different informational texts
- informational texts can provide a main topic and key details.
- illustrations help us to understand the topic.
- illustrations help us see relationships such as comparisons..
- illustrations help us see relationships such as cause and effect.
- texts on the same topic can have some similarities and some differences.

Unit Essential Questions:

- How can we discover the main idea of a story and retell it with important details?
- How can reading stories with predictable patterns help us read and retell familiar literary texts?
- How can we identify and describe the specific moment in a story depicted by an illustration?
- How do pictures and words work together in books to convey information?
- How can identifying similarities and differences between two informational texts help us make connections?
- How can identifying similarities and differences between two texts help us make connections?

Knowledge and Skills

Students will know...

- Domain-specific vocabulary
 - title, author, illustrator, fiction, nonfiction
 - Nonfiction text features- table of contents, caption, diagram, heading, bold print, glossary
 - Nonfiction-comparison/cause and effect relationships
 - Main Idea
 - Key Details
 - Story elements- characters, settings, events, problem, solution
- Category-specific vocabulary
 - feeling words
 - adjectives
 - sensory words
- Comprehension strategies
 - to reread to comprehend
 - to reread to ask and answer questions
 - to use illustrations to ask and answer questions
 - to use illustrations to determine main idea
 - to use illustrations to determine key details
 - to use graphic organizers to organize information
 - to create a picture web to map out ideas
- Specific foundation skills
 - to recognize, name, and form lower-case letters
 - to recognizing consonants and short vowels
 - to identify and write sight words
 - identify rhyming words
 - to use invented spelling and learned sight words

Students will be able to...

- recognize and use beginning consonant sound and the letters that represent them.
- recognize, point to, and say the same beginning consonant sound and the letter that represents the sound.
- understand and talk about the fact that some letters represent vowel sounds.
- understand and talk about the concept of a word.
- recognize letters and state their names.
- recognize and point to uppercase letters and lowercase letters.
- hear and say rhyming words.
- hear and generate rhyming words.
- recognize patterns.
- identify nonfiction text features.
- identify narrative story elements and key details to establish the setting, problem/solution, characters, and plot.
- use Who, What, When, Where, and How questions to help them identify the story elements.

- recognize and use beginning consonant sound and the letters that represent them.
- recognize, point to, and say the same beginning consonant sound and the letter that represents the sound.
- understand and talk about the fact that some letters represent vowel sounds.
- understand and talk about the concept of a word.
- recognize letters and state their names.
- recognize and point to uppercase letters and lowercase letters.
- hear and say rhyming words.
- hear and generate rhyming words.
- use reading strategies to ask and answer questions.
- tell important information about a text.
- use illustrations to determine key details.
- think about what characters are feeling from their facial expressions.
- use illustrations to retell a story.
- use illustrations to understand cause and effect relationships.
- use illustrations to determine similarities and differences.
- make text-to-text connections.
- use graphic organizers to organize information.
- create a picture web to map out ideas.
- make connections across fiction texts that are read aloud.
- make predictions based on the kinds of characters that appear in fiction texts.
- make predictions based on information in pictures that closely match the text.
- tell stories in response to pictures.
- understand that illustrations and photographs add to the ideas and information in a text.
- make connections among texts on the same topic or with the same content.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Foundations Unit Assessment
- Heggerty Assessment
- ESGI
- Student drawing/writing samples
- Student Oral Response
- Class Discussion
- Anecdotal record
- Teacher Observation
- Conferring Checklist
- Think-Pair-Share
- Graphic Organizers

- [End of Unit Assessment- Assessment: What's It Like to Be a Fish? Pgs. 25-28](#)
- [End of Unit Assessment page 1: My Neighborhood](#)
- [End of Unit Assessment page 2: My Neighborhood](#)
- [End of Unit Assessment page 3: My Neighborhood](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Think-Pair-Share:** Encourage students to think individually, discuss with a partner, and then share their answers with the whole class. This promotes collaboration and allows students to hear different perspectives.
- **Interactive Read-Alouds:** Engage students by pausing during reading to discuss relationships in the text.
- **Letter Recognition Scavenger Hunt:** Hide letters around the classroom or outdoor area. As students find them, have them say the letter and its sound.
- **Story Retelling with Puppets:** Provide students with puppets or felt characters from a familiar story. Encourage them to retell the story using the puppets, focusing on key events and characters.
- **Sight Word Bingo:** Create bingo cards with sight words commonly used in kindergarten reading materials. Call out the words, and students can mark them on their cards.
- **Interactive Read-Alouds:** Read a story aloud to the class, pausing to ask questions and engage students in discussions about the characters, plot, and setting.
- **Word Family Sorting:** Provide students with word cards from the same word family (e.g., -at, -an, -op). Have them sort the cards into groups based on their word families.
- **Phonics Games:** Play phonics games such as "I Spy" where students have to identify objects that start with a specific letter sound.
- **Story Sequencing:** Give students pictures or sentence strips from a story and have them put them in the correct sequence to retell the story.
- **Word Building with Manipulatives:** Provide students with letter manipulatives (e.g., magnetic letters, letter blocks) and ask them to build simple words.
- **Character Maps:** Provide students with graphic organizers where they can list characters and describe their traits, feelings, and actions.
- **Setting Sensory Chart:** Encourage students to use their senses to describe the setting by creating charts with columns for what they see, hear, smell, feel, and even taste in the story's setting.
- **Event Sequencing:** Use storyboards or timelines to help students sequence and describe the major events in the story in the order they occur.
- **Question Maps:** Use graphic organizers like question maps or question-answer charts to help students organize their questions and answers.

- **Main Idea and Details Chart:** Provide students with a graphic organizer where they can record the main topic in the center and key details surrounding it.
- **Sequential Storyboard:** Use a storyboard template to help students sequence and retell the key details in the order they appear in the text.
- **Independent Reading Time:** Set aside time for students to explore books independently, either in the classroom library or through digital resources.
- **Centers:**
 - Kindergarten and First Grade Student Center Activities
 - Guided Reading
 - Daily 5 Centers
 - Think-Pair-Share
 - Small Group Instruction

RESOURCES

Teacher Resources:

- Unit 2: Reading Pacing Guide
- Foundational Skills Rubric
- Unit 2 Literary Rubric
- Unit 2 Informative Rubric
- The Fountas & Pinnell Literacy Continuum
- Florida Center for Reading Research (Science of Reading)
- iReady K Teacher Resource Book
- Writer’s Workshop Units of Study
- Using Repetition and Picture Cues to Foster Independent Young Readers
- Draw a Story: Stepping from Pictures to Writing
- The Center for Literacy and Learning
- Difference Phonics and Phonological Awareness
- A Child Becomes a Reader
- International Literacy Association
- Grade Level Multicultural Library
- Readworks
- Raz Plus
- Reading A-Z
- Decodables
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher’s Manual
- Heggerty Phonemic Awareness
- Daily 5 Padlet

- ELL Strategy Library
- Kindergarten and First Grade Student Center Activities
- UFLI Foundations Toolbox
- UFLI Printable Resources (including printable decodables)

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

Mentor Texts:

- Raz-Plus= Decodables
- Reading A-Z
- The Feelings Book by Todd Parr
- I See Spring Charles Ghigna
- I See Winter by Charles Ghigna
- If You Were a Penguin by Florence Minor
- 5 Little Monkeys Retold by Eileen Christelow
- Terrible Tim by Katie Howard and Lorie Hughes
- We're Going on a Bear Hunt by Michael Rosen
- The Napping House by Audrey Wood

Retelling Organizer

My 5 Finger Retell

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

Mentor Texts:

- Brown Bear, Brown Bear, What Do You See? By Eric Carle
- On The Hill by Elorine Williams
- In the Tall, Tall Grass by Denise Fleming
- Ms. Mary Mack
- Where's Spot? By Eric Hill
- Who's There, Spot? By Eric Hill
- Raz-Plus= Decodables
- Reading A-Z
- If You Give A Mouse A Cookie by Laura Numeroff
- If You Give A Pig a Party by Laura Numeroff
- If You Take a Mouse to the Movies by Laura Numeroff

Bubble Map

Character's Feelings Organizer

Cause/Effect Organizer

Cause/Effect Organizer

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Mentor

- I Am Earth by Rebecca and James McDonald
- Solar System by Jim McDonald
- Fall Around Me by Jarrett Corder
- All About Fall by Jarrett Corder
- Pumpkins by Chelsea Donaldson
- Amazing Apples by Jeff Bauer
- From Seed to Pumpkin by Wendy Pfeffer
- Bulldozers by Cory Meister
- Baby Animals
- Owls by Mary R. Dunn

Cause/Effect Organizer

Cause/Effect Organizer

Venn diagram

Jot Notes

Timeline

Venn diagram

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Mentor Texts:

- The Very First Thanksgiving by Rhonda Gowler Greene (AAH) (AAPI)
- A Short History of Thanksgiving by Sally Lee (AAH) (AAPI)
- Thank You, Thanksgiving by David Milgrim (AAH) (AAPI)
- Joy to the World by Kate DePalma (AAH)
- Christmas Traditions Around the World (AAH)
- My First Kwanzaa by Karen Katz (AAH)
- We Celebrate Kwanzaa! By Anjoli and Donte Hill (AAH)
- Lunar New Year by Hanna Eliot (AAH) (AAPI)
- Happy New Year Around the World (Reading A-Z)
- The Story of Hanukkah by David A. Adler (AAH) (AAPI)
- Hanukkah, Here I Come! By D.J Steinberg (AAH) (AAPI)

Venn diagram

Jot Notes

RL.CT.K.8. With Prompting and support, identify basic similarities and differences between two literary texts on the same topic.

Mentor Texts:

Choose 2

- The True Story of the Three Little Pigs As told to Jon Scieszka
- The Three Little Pigs retold by Claire Loyd

- The Three Little Pigs and the Somewhat Bad Wolf by Mark Teague
- The Three Little Wolves and the Big Bad Pig by Eugene Trivizas

Choose 2

- Goldilocks and the Three Bears
- Goldilocks and the Three Bears by Jan Brett
- Goldilocks and the Three Bears retold by James Marshall
- Goldilocks and the Three Knocks by Gregory Barrington

Choose 2

- Little Red Riding Hood retold by Candice Ransom
- Red Riding Hood retold by James Marshall
- Little Red Riding Hood retold by Gaby Goldsack
- Little Red Riding Hood retold by Bonnie Dobkin

Venn diagram

Equipment Needed:

- Anchor Charts
- Graphic Organizers
- Unit Tool Kit
- Foundation Tool Kit
- Teacher chosen materials
- Chromebooks
- Teacher Device
- Chart Paper
- White Board
- Smart Board

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Information- The Natural Power of Writing Through Show-and-Tell

Target Course/Grade Level: Kindergarten

Unit Summary:

This unit encourages Kindergartners to explore their creativity in spelling. They will use their knowledge of letter-sound relationships to label objects and record observations. They will also do their best to write words, carefully sounding out each phoneme. In this unit students will acquire the skills to craft written versions that mirror the 'show and tell' experience. Students will engage in "reading the world," gathering natural objects and compiling booklets featuring detailed, precise drawings accompanied by labels and potentially sentences. Students will learn that writing is not only a tool that serves for storytelling but also serves for learning. Through drawing and writing about meaningful topics, students will develop independence, confidence, and stamina, crucial traits for achieving success as writers.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Foundational Skills: Reading Language

Print Concepts

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).

- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

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

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

READING: Literature

RL.TS.K.4 Recognize common types of literary texts (e.g., story books, poems) and identify features of print (front cover, back cover, and title of book).

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

READING: Informational Text

RI.CI.K.2 With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how)

RI.CR.K1 With prompting and support, ask and answer questions about key details in an informational text (e.g. who, what, where, when, why, how).

WRITING:

W.IW.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

- A. Introduce a topic.
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.WP.K.4 With prompts and support from adults recognize that writing carries a message and should make sense to others.

W.WR.K.5 With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.

W.RW.K.7 With prompting and support, engage in brief but regular writing and drawing tasks.

SPEAKING AND LISTENING:

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through

other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to description as desired to provide additional detail.

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

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections and Standards:

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit Understandings:

Students will understand that...

- non-fiction is writing that teaches the reader about something and that is also called informational writing.

- there are two different types of nonfiction text we will create: Informational Writing and Procedural Writing.
- writers can teach others about people, places and things that are important to them through show-and-tell.
- pictures can help show readers what we mean.
- adding labels reinforces meaning to images.
- letter sounds help us write words, sentences, and stories.
- they need to know a lot about the topic to show/explain, then draw, and finally write about the topic.
- stretching out words can help us hear all sounds.
- charts around the room can help us label our pictures.
- telling stories is a way to communicate ideas.
- information can be given through a combination of pictures, labels, and words.
- ideas can be shared through a combination of pictures, labels, and words.
- adding details can make our illustrations better.

Unit Essential Questions:

- How do pictures and words help us share and explain our favorite things during show-and-tell?
- How can pictures and words help us share information during show-and-tell?
- How do books with repeated patterns help us to convey messages or give information about different topics?
- How can we use step-by step instructions to give information or to explain something?
- How is writing like Show-and-Tell?
- Why is drawing an important part of writing?
- How can illustrations help me to explain my topic?
- How can labels reinforce meaning to images?
- How can we use what we know about letters and sounds to help us write?
- How can stretching out words help us write down the sounds we hear?
- How can we use a combination of drawing and writing to teach or explain a topic?
- How can we use a combination of drawing and writing to communicate an idea?
- How can adding details help us teach or explain a topic?

Knowledge and Skills:

Students will know...

- how to hold a pencil.
- how to trace name, lower and upper case letters.
- how to write all upper- and lower case letters.
- how to form letters correctly.
- how to write from left to right, top to bottom, and page by page.
- that words are separated by spaces in print.
- that words are made up of letters.

- how to identify the key sounds in words and then extend these sounds to form complete words.
- how to assemble words learned via inventive spelling into coherent sentences.
- how to write sentences across several pages, following a specific pattern, and incorporating both common words and those they've learned through inventive spelling.

Students will be able to...

- use drawing and writing to represent ideas, concepts and information.
- generate and expand ideas through talk with peers and teacher.
- add details to a drawing to give more information to the reader and to make the writing more interesting.
- use sound to symbol and symbol to sound correspondence (consonant, vowel, digraph, word pattern and onset-rime patterns).
- use conventions of writing (capitalization & punctuation).
- use comprehension skills when reading own writing.
- use shapes to help them draw pictures.
- add details to their pictures.
- use charts around the room to help them label their illustrations.
- draw and write across pages.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Informal Formative Assessment- Daily observation
- Formal- Formative Assessments- Teacher-student conferences
- Conferring Checklists
- Think-Pair-Share
- Summative Assessment- Published Work Completed- Writing On Demand-End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Picture prompts
- Sentence Starters
- Labels in the room

- Family Chart with names
- Sight Word Wall
- Foundation Tool Kit
- Think It-Say It-Write It
- Small Group
- Personal copies of teaching charts
- Provide appropriate writing partners
- Provide modified writing paper

RESOURCES

Teacher Resources:

- Unit 2: Writing Pacing Guide
- Unit 2 Writing Rubric
- Unit 2 Writing Checklist- adapted
- Writing Pathways Information- Student Checklist
- Unit 2 Information Checklist
- The Fountas & Pinnell Literacy Continuum
- NJDOE Prerequisite Skills, Curricular Frameworks and Instructional Units
- Florida Center for Reading Research (Science of Reading)
- Louisiana Believes
- Writing Pathways -Units of Study
- Unit 2 Information- Show and Tell
- Supporting All Writers
- A Guide to the Writing Workshop
- Writing Pathways
- A Teacher's Guide to Writing Workshop Minilessons
- Foundation

W.IW.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

Mentor Texts:

- It's Show and Tell, Dexter by Linsay Ward
- Pete the Cat Show and Tell by Kimberly and James Dean
- Pterodactyl Show and Tell by Thad Krasnesky
- Show and Tell What Color Is It?
- Show and Tell Toy Box

W.WP.K.4 With prompts and support from adults, recognize that writing carries a message and should make sense to others.

Mentor Texts:

- Somewhere Today by Shelley Moore Thomas
- This Train by Paul Collicutt
- This Truck by Paul Collicutt
- Good News, Bad News by Jeff Mack
- Share by Anthea Simmons
- The Napping House by Audrey Wood
- The Full Moon at the Napping House by Audrey Wood

W.WR.K.5 With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

Mentor Texts:

- If I Built a School by Chris Van Dusen
- If I Built a House by Chris Van Dusen
- My Dream Playground by Kate Becker
- Let's All Go to The Park Playground by Gregory L. Porter

W.SE.K.6 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.

Mentor Texts:

- How-to-Write a Story by Kate Messner
- How-to-Teach a Slug to Read by Susan Pearson
- Building a House by Byron Barton
- Pizza at Sally's by Monica Wellington
- How-to-Be Kind in Kindergarten by D.J. Steinberg

Equipment Needed:

- Anchor Charts
- Graphic Organizers
- Unit Tool Kit
- Foundation Tool Kit
- Teacher chosen materials
- Chromebooks
- Teacher Device
- Chart Paper

- White Board
- Smart Board

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Exploring the World of Reading Independently to Create Passionate Readers

Target Course/Grade Level: Kindergarten

Unit Summary:

This unit provides an opportunity for students to become passionate readers. In this unit, teachers will expose students to literacy as a natural part of everyday life giving students the opportunity to read familiar storybooks. These stories contain rhymes and repetitive patterns, which will help students develop print awareness and phonemic awareness. Through discussions, questions, and activities related to the storybooks, students will develop comprehension skills such as understanding main ideas, recalling facts, comparing and contrasting, and identifying cause-and-effect relationships. This will help students develop independence, stamina, confidence, and interest in reading.

Approximate Length of Unit: 9 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Foundational Skills: Reading Language

Print Concepts

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

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

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

READING: Literature

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

READING: Informational Text

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RI.AA.K.7. With prompting and support, identify the reasons the author gives to support points in a text.

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

WRITING:

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to the experiences or events.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.RW.K.7 With prompting and support, engage in brief but regular writing and drawing tasks.

SPEAKING AND LISTENING:

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to description as desired to provide additional detail.

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

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections and Standards:

Social Studies:

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit Understandings:

Students will understand that...

- when we read, we follow words from left to right, top to bottom, and page by page.

- spoken words are represented in written language by a specific sequence of letters.
- words are separated by spaces in print.
- letters represent the sounds we hear in words.
- syllables are parts of words that contain a vowel sound.
- breaking words into syllables helps us read and spell them.
- rhyming words have the same ending sounds.
- segmenting is breaking words into individual sounds.
- there are different types of nonfiction texts, such as biographies, recipes, how-to manuals.
- details and events can be found in different literary texts.
- details and events can be found in different informational texts.
- a main topic can be found in different informational texts.
- characters, settings, and major events can be found in different literary texts.
- characters, settings, and major events can be found in different informational texts.
- informational texts can provide opportunities to ask and answer questions.
- informational texts can provide opportunities to compare and contrast.
- informational texts can provide opportunities to identify cause and effect relationships.

Unit Essential Questions:

- How does the structure and presentation of text contribute to its effectiveness in conveying information to the reader?
- How can looking closely at familiar text help us ask and answer questions about the text?
- How do text and illustrations work together to convey a narrative?
- How can exploring different informational texts help us become better readers?
- How can we identify the reasons the author gives to support each main point?
- How do text and illustrations work together to convey ideas or information?

Knowledge and Skills

Students will know...

- Domain-specific vocabulary
 - title, author, illustrator, fiction, nonfiction
 - Nonfiction text features- table of contents, caption, diagram, heading, bold print, glossary
 - Nonfiction-comparison/cause and effect relationships
 - Main Idea
 - Key Details
 - Story elements- characters, settings, events, problem, solution
- Category-specific vocabulary
 - feeling words
 - adjectives
 - sensory words
- Comprehension strategies
 - to reread to comprehend

- to reread to ask and answer questions
- to use illustrations to ask and answer questions
- to use illustrations to determine main idea
- to use illustrations to determine key details
- to use think/pair/share to ask and answer questions
- to use graphic organizers to organize information
- to create a picture web to map out ideas
- Specific foundation skills
 - to recognize, name, and form lower-case letters
 - to recognizing consonants and short vowels
 - to identify and write sight words
 - Identify rhyming words
 - to use invented spelling and learned sight words

Students will be able to...

- recognize and use beginning consonant sound and the letters that represent them.
- recognize, point to, and say the same beginning consonant sound and the letter that represents the sound.
- understand and talk about the fact that some letters represent vowel sounds.
- understand and talk about the concept of a word.
- recognize letters and state their names.
- recognize and point to uppercase letters and lowercase letters.
- hear and say rhyming words.
- hear and generate rhyming words.
- recognize patterns.
- identify nonfiction text features.
- identify narrative story elements and key details to establish the setting, problem/solution, characters, and plot.
- use Who, What, When, Where, and How questions to help them identify the story elements.
- use reading strategies to ask and answer questions.
- use illustrations to ask and answer questions.
- use illustrations to determine key details.
- use illustrations to retell a story.
- use illustrations to jot down notes.
- use graphic organizers to organize information.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Foundations Unit Assessment
- Heggerty Assessment
- ESGI
- Student drawing/writing samples
- Student Oral Response
- Class Discussion
- Anecdotal record
- Teacher Observation
- Conferring Checklist
- Think-Pair-Share
- Graphic Organizers
- End of Unit Assessment- What Lives in a Shell? Pgs. 29-32
- End of Unit Assessment- Why Mosquitoes Buzz in People's Ears? Pgs. 17-20

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Think-Pair-Share:** Encourage students to think individually, discuss with a partner, and then share their answers with the whole class. This promotes collaboration and allows students to hear different perspectives.
- **Interactive Read-Alouds:** Engage students by pausing during reading to discuss relationships in the text.
- **Letter Recognition Scavenger Hunt:** Hide letters around the classroom or outdoor area. As students find them, have them say the letter and its sound.
- **Story Retelling with Puppets:** Provide students with puppets or felt characters from a familiar story. Encourage them to retell the story using the puppets, focusing on key events and characters.
- **Sight Word Bingo:** Create bingo cards with sight words commonly used in kindergarten reading materials. Call out the words, and students can mark them on their cards.
- **Interactive Read-Alouds:** Read a story aloud to the class, pausing to ask questions and engage students in discussions about the characters, plot, and setting.
- **Word Family Sorting:** Provide students with word cards from the same word family (e.g., -at, -an, -op). Have them sort the cards into groups based on their word families.

- **Phonics Games:** Play phonics games such as "I Spy" where students have to identify objects that start with a specific letter sound.
- **Story Sequencing:** Give students pictures or sentence strips from a story and have them put them in the correct sequence to retell the story.
- **Word Building with Manipulatives:** Provide students with letter manipulatives (e.g., magnetic letters, letter blocks) and ask them to build simple words.
- **Character Maps:** Provide students with graphic organizers where they can list characters and describe their traits, feelings, and actions.
- **Setting Sensory Chart:** Encourage students to use their senses to describe the setting by creating charts with columns for what they see, hear, smell, feel, and even taste in the story's setting.
- **Event Sequencing:** Use storyboards or timelines to help students sequence and describe the major events in the story in the order they occur.
- **Question Maps:** Use graphic organizers like question maps or question-answer charts to help students organize their questions and answers.
- **Main Idea and Details Chart:** Provide students with a graphic organizer where they can record the main topic in the center and key details surrounding it.
- **Sequential Storyboard:** Use a storyboard template to help students sequence and retell the key details in the order they appear in the text.
- **Independent Reading Time:** Set aside time for students to explore books independently, either in the classroom library or through digital resources.
- **Centers:**
 - Kindergarten and First Grade Student Center Activities
 - Guided Reading
 - Daily 5 Centers
 - Think-Pair-Share
 - Small Group Instruction

RESOURCES

Teacher Resources:

- Unit 3: Reading Pacing Guide
- Foundational Skills Rubric
- Unit 3 Literary Rubric
- Unit 3 Informative Rubric
- The Fountas & Pinnell Literacy Continuum
- Florida Center for Reading Research (Science of Reading)
- IReady K Teacher Resource Book
- Writer's Workshop Units of Study

- Using Repetition and Picture Cues to Foster Independent Young Readers
- Draw a Story: Stepping from Pictures to Writing
- Louisiana Believes
- The Center for Literacy and Learning
- Difference Phonics and Phonological Awareness
- A Child Becomes a Reader
- International Literacy Association
- Grade Level Multicultural Library
- Readworks
- Raz Plus
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher’s Manual
- Heggerty Phonemic Awareness
- Daily 5 Padlet
- ELL Strategy Library
- Kindergarten and First Grade Student Center Activities
- UFLI Foundations Toolbox
- UFLI Printable Resources (including printable decodables)

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Mentor Texts:

- The Three Billy Goats Gruff
- The Carrot Seed
- Trucks
- Mrs. Wishy Washy
- Caps for Sale
- Goldilocks and the Three Bears
- The Mitten
- Stellaluna
- Why Mosquitoes Buzz in People's Ears

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Mentor Texts:

Ezra Jack Keats

- The Snowy Day

- Whistle for Willie
- Peter's Chair
- Pet Show
- Louie
- A Letter to Amy
- Jennie's Hat

Eric Carle

- Little Clouds
- The Very Busy Spider
- The Hungry Caterpillar
- The Very Quiet Cricket
- The Foolish Tortoise
- The Very Lonely Firefly
- The Mixed Up Chameleon

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

Mentor Texts:

- I Am Black History from A to Z (AAH)
- Who Was Martin Luther King, Jr.? (AAH)
- The Story of Martin Luther King Jr. (AAH)
- Saving The Day Garrett Morgan's Life Changing Invention Of the Traffic Signal (AAH)
- Buzzing with Questions (AAH) (AAPI)
- Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions (AAH) (AAPI)
- Mae Among the Stars (AAH) (AAPI)
- Wilma Unlimited (AAH) (AAPI)
- This Little President (AAH) (AAPI)
- President's Day (AAH) (AAPI)
- If I Were President (AAH) (AAPI)

RI.AA.K.7. With prompting and support, identify the reasons the author gives to support points in a text.

Mentor Texts:

- If You're Going to a March (AAH) (AAPI)
- Her Right Foot (AAH) (AAPI)
- A Children's Anthem (AAH) (AAPI)
- Malala's Magic Pencil (AAPI)
- The Proudest Blue (AAH) (AAPI)
- Something, Someday (AAPI)

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Mentor Texts:

- National Geographic Kids- Giraffes
- National Geographic Readers- Bees
- National Geographic Readers- Tigers
- National Geographic Readers- Polar Bears
- National Geographic Readers- Kangaroos
- National Geographic Readers- Wolves
- National Geographic Kids- Odd Animals
- National Geographic Readers: Ugly Animals

Equipment Needed:

- Anchor Charts
- Graphic Organizers
- Unit Tool Kit
- Foundation Tool Kit
- Teacher chosen materials
- Chromebooks
- Teacher Device
- Chart Paper
- White Board
- Smart Board

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Writing Stories That People Can Read

Target Course/Grade Level: Kindergarten

Unit Summary:

In this unit, the teacher will introduce students to narrative writing. Students will communicate their ideas through a combination of pictures, labels, words, and sentences. They will use what they know about phonics and word analysis. They will use letter-sound correspondence, phonemic awareness, sight word recognition, and emergent spelling when writing their narratives. They will also express themselves creatively and will develop other essential literacy skills such as story structure, story elements, and sequencing. Kindergarten students will develop independence, confidence, and stamina which will provide the foundation for reading and writing.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Foundational Skills: Reading Language

Print Concepts

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /t/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- A. Repeat a sentence, identifying how many words are in the sentence.
- B. Write simple sentences.
- C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- D. Use end punctuation.
- E. Use manipulatives or digital tools to construct complete sentences.
- F. Write sentences with increasing complexity.
- G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- I. With support, distinguish between a complete sentence and a sentence fragment.
- J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

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

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

READING: Literature

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

READING: Informational Text

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RI.AA.K.7. With prompting and support, identify the reasons the author gives to support points in a text.

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

WRITING:

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to the experiences or events.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

SPEAKING AND LISTENING:

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events with prompting and support, and provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to description as desired to provide additional detail.

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

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections and Standards:

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit Understandings:

Students will understand that...

- stories can be told through illustrations.
- a picture story starter can help us create our own stories.
- adding labels reinforces meaning to images.
- letter sounds help us write words, sentences, and stories.
- first they need to remember their story, then draw, and finally write about it.
- stretching out words can help us hear all sounds.
- charts around the room can help us to label our pictures.
- telling stories is a way to communicate ideas.
- a story can be told through a combination of pictures, labels, and words.
- ideas can be shared through a combination of pictures, labels, and words.
- adding details can make our illustrations better.

Unit Essential Questions:

- How can we use drawing, dictating, and writing to create a vivid and engaging narrative?
- How can making connections between pictures and words reinforce the meaning of our stories?
- How can putting words together reinforce the meaning of our stories?
- How can we express ourselves through writing and drawing?
- How can we use what we know about letters and sounds to help us write?
- How can stretching out words help us write down the sounds we hear?
- How can we use a combination of drawing and writing to create a story?

- How can we use a combination of drawing and writing to communicate an idea?
- How can adding details help us tell our stories better?

Knowledge and Skills:

Students will know...

- how to hold a pencil.
- how to trace name, lower and upper case letters.
- how to write all upper- and lower case letters.
- how to form letters correctly.
- how to write from left to right, top to bottom, and page by page.
- that words are separated by spaces in print.
- that words are made up of letters.

Students will be able to...

- use drawing and writing to represent ideas, concepts and information.
- write with a specific purpose in mind.
- generate and expand ideas through talk with peers and teacher.
- add details to a drawing to give more information to the reader and to make the writing more interesting.
- use drawing and writing to narrate real or imagined experiences or events.
- use sound to symbol and symbol to sound correspondence (consonant, vowel, digraph, word pattern and onset-rime patterns).
- use conventions of writing (capitalization & punctuation).
- use comprehension skills when reading own writing.
- use shapes to help them draw pictures.
- add details to their pictures.
- use charts around the room to help them label their illustrations.
- use different tools to help them write the best they can.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Informal Formative Assessment- Daily observation
- Formal- Formative Assessments- Teacher-student conferences
- Conferring Checklists

- Think-Pair-Share
- Summative Assessment- Published Work Completed- Writing On Demand-End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Picture prompts
- Sentence Starters
- Labels in the room
- Family Chart with names
- Sight Word Wall
- Foundation Tool Kit
- Think It-Say It-Write It
- Small Group
- Personal copies of teaching charts
- Provide appropriate writing partners
- Provide modified writing paper

RESOURCES

Teacher Resources:

- Unit 3: Writing Pacing Guide
- Unit 3 Rubric
- Narrative- Student Checklist
- -Original- Narrative Rubric
- The Fountas & Pinnell Literacy Continuum
- NJDOE Prerequisite Skills, Curricular Frameworks and Instructional Units
- Florida Center for Reading Research (Science of Reading)
- Louisiana Believes
- Writing Pathways -Units of Study
- Supporting All Writers
- A Guide to the Writing Workshop
- Writing Pathways
- A Teacher's Guide to Writing Workshop Minilessons
- Launching the Writing Workshop
- Launching the Writing Workshop

W.NW.K.3 Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

Mentor Texts:

- It's a Firefly Night by Dianne Ochiltree
- Roller Coaster by Marla Frazee
- Fireflies by Julie Brinckloe
- Salt Hands Jane Chelsea Aragon
- The Big, Big Sea by Martin Waddell

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

- A Squiggly Story by Andrew Larsen
- The Best Story by Eileen Spinelli
- The Shape of Things by Dayle Ann Dodds
- Ralph Tells a Story by Abby Hanlon
- Owl Moon by Jane Yollen
- Bright at Night by Barbara Wood
- Dangerous by Tim Warnes
- Olive, the Other Reindeer by Vivian Walsh and J. Otto Seibold
- Saturday by Oge Mora

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Mentor Texts:

- First 100 Words by Priddy Books
- Growing Vegetable Soup by Lois Ehlert
- Scaredy Squirrel by Melanie Watt
- Scaredy Squirrel Goes Camping by Melanie Watt
- Frog on Log by Kes Gray

Equipment Needed:

- Anchor Charts
- Graphic Organizers
- Unit Tool Kit
- Foundation Tool Kit
- Teacher chosen materials
- Chromebooks
- Teacher Device
- Chart Paper
- White Board
- Smart Board

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Diving into a World of Different Genres

Target Course/Grade Level: Kindergarten

Unit Summary:

This unit provides an opportunity for students to embark on a journey through various literary genres to develop foundational reading skills and foster a love for reading. Through interactive read-alouds, partner reading, and reading to self, they will have the opportunity to develop foundational reading skills, phonemic awareness, and vocabulary acquisition across different genres. Students will also learn to recognize and distinguish between genres such as fairy tales, poetry, informational texts, and fantasy. Through discussions, questions, and activities related to these genres, students will develop comprehension skills such as understanding main ideas, recalling facts, comparing and contrasting, and asking and answering questions. This will help students develop independence, stamina, confidence, and interest in reading.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Foundational Skills: Reading Language

Print Concepts

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

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

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

READING: Literature

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

READING: Informational Text

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

WRITING:

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.K.5 With prompts and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., even, photograph, video, book).

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

SPEAKING AND LISTENING:

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to description as desired to provide additional detail.

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

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CL.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections and Standards:

Social Studies:

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new

or improved object or tool.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit Understandings:

Students will understand that...

- when we read, we follow words from left to right, top to bottom, and page by page.
- spoken words are represented in written language by a specific sequence of letters.
- words are separated by spaces in print.
- letters represent the sounds we hear in words.
- syllables are parts of words that contain a vowel sound.
- breaking words into syllables helps us read and spell them.
- rhyming words have the same ending sounds.
- segmenting is breaking words into individual sounds.
- there are different genres and each genre has a specific style.
- books are written for different purposes.
- there are cultural or historical factors that influence the development of specific genres.
- details and events can be found in different literary texts.
- details and events can be found in different informational texts.
- a main topic can be found in different informational texts.
- characters, settings, and major events can be found in different literary texts.
- characters, settings, and major events can be found in different informational texts.
- informational texts can provide opportunities to ask and answer questions.
- informational texts can provide opportunities to compare and contrast.
- informational texts can provide opportunities to identify cause and effect relationships.

Unit Essential Questions:

- How do various genres of books contribute to our learning, enjoyment of stories, and deeper comprehension?
- How can asking and answering questions about key details in literary texts help us to comprehend the story better?
- How do various types of informational texts contribute to our knowledge and comprehension of facts?
- How can asking and answering questions about key details in informational texts deepen our understanding?
- How can we develop our skills in identifying and analyzing similarities and differences between literary texts on the same topic?
- How can we develop our skills in identifying and analyzing similarities and differences between nonfiction texts on the same topic?

- How can we develop a more comprehensive understanding of a topic through multiple perspectives?
- How can we improve our ability to compare and contrast literary texts that share the same topic?
- How do details in a book contribute to our comprehension of the story's events?
- How do authors use different genres to convey similar themes?
- What strategies can readers use to identify and analyze genre-specific characteristics in texts?
- What cultural or historical factors influence the development of specific genres?

Knowledge and Skills

Students will know...

- Domain-specific vocabulary
 - title, author, illustrator, fiction, nonfiction
 - Nonfiction text features- table of contents, caption, diagram, heading, bold print, glossary
 - Nonfiction-comparison/cause and effect relationships
 - Main Idea
 - Key Details
 - Story elements- characters, settings, events, problem, solution
- Category-specific vocabulary
 - feeling words
 - adjectives
 - sensory words
- Comprehension strategies
 - to reread to comprehend.
 - to reread to ask and answer questions.
 - to use illustrations to ask and answer questions.
 - to use illustrations to determine main idea.
 - to use illustrations to determine key details.
 - to use think/pair/share to ask and answer questions.
 - to use graphic organizers to organize information.
 - to create a picture web to map out ideas.
- Specific foundation skills
 - to recognize, name, and form lower-case letters.
 - to recognize consonants and short vowels.
 - to identify and write sight words.
 - Identify rhyming words.
 - to use invented spelling and learned sight words.

Students will be able to...

- recognize and use beginning consonant sound and the letters that represent them.
- recognize, point to, and say the same beginning consonant sound and the letter that represents the sound.
- understand and talk about the fact that some letters represent vowel sounds.
- understand and talk about the concept of a word.

- recognize letters and state their names.
- recognize and point to uppercase letters and lowercase letters.
- hear and say rhyming words.
- hear and generate rhyming words.
- recognize different literary texts.
- understand the author's purpose when writing different genres.
- use various graphic organizers.
- ask and answer questions related to what they are reading.
- identify nonfiction text features.
- identify narrative story elements and key details to establish the setting, problem/solution, characters, and plot.
- use Who, What, When, Where, and How questions to help them identify the story elements.
- use reading strategies to ask and answer questions.
- use illustrations to ask and answer questions.
- use illustrations to determine key details.
- use illustrations to retell a story.
- use illustrations to jot down notes.
- use graphic organizers to organize information.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Foundations Unit Assessment
- Heggerty Assessment
- ESGI
- Student drawing/writing samples
- Student Oral Response
- Class Discussion
- Anecdotal record
- Teacher Observation
- Conferring Checklist
- Think-Pair-Share
- Graphic Organizers
- Literary- End of Unit Assessment- The Art Lesson
- Informative-End of Unit Assessment- Bees Like Flowers
- 1 Assessment: Bees Like Flowers
- 2 Assessment: Bees Like Flowers
- 3 Assessment: Bees Like Flowers

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Think-Pair-Share:** Encourage students to think individually, discuss with a partner, and then share their answers with the whole class. This promotes collaboration and allows students to hear different perspectives.
- **Interactive Read-Alouds:** Engage students by pausing during reading to discuss relationships in the text.
- **Letter Recognition Scavenger Hunt:** Hide letters around the classroom or outdoor area. As students find them, have them say the letter and its sound.
- **Story Retelling with Puppets:** Provide students with puppets or felt characters from a familiar story. Encourage them to retell the story using the puppets, focusing on key events and characters.
- **Sight Word Bingo:** Create bingo cards with sight words commonly used in kindergarten reading materials. Call out the words, and students can mark them on their cards.
- **Interactive Read-Alouds:** Read a story aloud to the class, pausing to ask questions and engage students in discussions about the characters, plot, and setting.
- **Word Family Sorting:** Provide students with word cards from the same word family (e.g., -at, -an, -op). Have them sort the cards into groups based on their word families.
- **Phonics Games:** Play phonics games such as "I Spy" where students have to identify objects that start with a specific letter sound.
- **Story Sequencing:** Give students pictures or sentence strips from a story and have them put them in the correct sequence to retell the story.
- **Word Building with Manipulatives:** Provide students with letter manipulatives (e.g., magnetic letters, letter blocks) and ask them to build simple words.
- **Character Maps:** Provide students with graphic organizers where they can list characters and describe their traits, feelings, and actions.
- **Setting Sensory Chart:** Encourage students to use their senses to describe the setting by creating charts with columns for what they see, hear, smell, feel, and even taste in the story's setting.
- **Event Sequencing:** Use storyboards or timelines to help students sequence and describe the major events in the story in the order they occur.
- **Question Maps:** Use graphic organizers like question maps or question-answer charts to help students organize their questions and answers.
- **Main Idea and Details Chart:** Provide students with a graphic organizer where they can record the main topic in the center and key details surrounding it.
- **Sequential Storyboard:** Use a storyboard template to help students sequence and retell the key details in the order they appear in the text.
- **Independent Reading Time:** Set aside time for students to explore books independently, either in the classroom library or through digital resources.
- **Centers:**

- Kindergarten and First Grade Student Center Activities
- Guided Reading
- Daily 5 Centers
- Think-Pair-Share
- Small Group Instruction

RESOURCES

Teacher Resources:

- Unit 4: Reading Pacing Guide
- Foundational Skills Rubric
- Unit 4 Literary Rubric
- Unit 4 Informative Rubric
- The Fountas & Pinnell Literacy Continuum
- Florida Center for Reading Research (Science of Reading)
- IReady K Teacher Resource Book
- Writer's Workshop Units of Study
- Writing Strategies Book
- Using Repetition and Picture Cues to Foster Independent Young Readers
- Draw a Story: Stepping from Pictures to Writing
- Louisiana Believes
- The Center for Literacy and Learning
- Difference Between Phonics and Phonological Awareness
- A Child Becomes a Reader
- International Literacy Association
- Grade Level Multicultural Library
- Readworks
- Raz Plus
- Reading A-Z
- Decodables
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher's Manual
- Heggerty Phonemic Awareness
- Daily 5 Padlet
- ELL Strategy Library
- Kindergarten and First Grade Student Center Activities
- UFLI Foundations Toolbox
- UFLI Printable Resources (including printable Decodables)

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

Mentor Texts:

- My Father's Dragon by Ruth Stiles (Chapter book)
- Norton's First Shows by Bernedette Kelly (Chapter Book)
- Because by Mo Willems
- The World Belonged to Us by Jacqueline Woodson
- Poems Aloud by Joseph Coelho (Poetry)
- Bubble Gum Blues by Gary A. Minkin (Poetry)
- The Princess and the Pea by Shari Eskenas (Fairy Tales)
- Thumbelina- Fairy Tales

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Mentor Texts:

- On My Papa's Shoulders by Niki Daly
- Jabari Jumps by Gaia Cornwall
- Everyday Me by Marnie Dallan
- Chicken Soup by Pamela Mayer
- Breakfast by Joy Cowley
- Teacher in the Wild by Devin Siebold

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

Mentor Texts:

- Rosa Parks- Little People, Big Dreams (Biography)
- Shark Lady by Jess Keating (Biography)
- Bruce Lee by M. Isabel Sanchez Vegara (Biography)
- Bruce Lee by Mary Nhin (Biography)
- I am Walt Disney by Brad Meltzer (Biography)
- What's Cooking by Joshua David Stein (recipes)
- Can I Eat That? By by Joshua David Stein (recipes)
- Little Chef by Matt Stine and Elisabeth Weinberg (recipes)
- How-to-Teach a Slug to Read by Susan Pearson
- Building a House by Byron Barton
- Pizza at Sally's by Monica Wellington
- How-to-Be Kind in Kindergarten by D.J. Steinberg

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

Mentor Texts:

Any nonfiction texts from previous units can be used

- Rosa Parks- Little People, Big Dreams (Biography)
- Shark Lady by Jess Keating (Biography)
- What's Cooking by Joshua David Stein (recipes) How to Steps in a Process
- Can I Eat That? By by Joshua David Stein (recipes)
- How-to-Be Kind in Kindergarten by D.J. Steinberg

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Mentor Texts:

- The Princess and the Pea by Shari Eskenas (Fairy Tales)
- The Princess and the Pea by Hans Christian
- Thumbelina- Fairy Tales
- Thumbelina by Hans Christian Andersen
- Pete the Cat, and the New Guy by Kimberly and James Dean
- Pete the Cat Show and Tell by Kimberly and James Dean
- If I Built a School by Chris Van Dusen
- If I Built a House by Chris Van Dusen
- The Napping House by Audrey Wood
- The Full Moon at the Napping House by Audrey Wood

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)

Mentor Texts:

- Her Right Foot by Dave Eggers
- The Statue of Liberty by Jen Arena
- Malala's Magic Pencil by Malala Yousafzai (HG)
- Malala A Brave Girl From Pakistan by Jeanette Winter (HG)
- The Proudest Blue by Abtihaz Muhammad (HG)
- The Kindest Red by Abtihaz Muhammad (HG)
- Who Was Martin Luther King, Jr.? by Lisbeth Kaiser (AAH) (AAPI)
- The Story of Martin Luther King Jr. by Johnny Ray Moore (AAH) (AAPI)
- Mae Among the Stars by Roda Ahmed (AAH) (AAPI)
- Mae Jemison by Mary Nhin (AAH) (AAPI)
- This Little President by Joan Holub (AAH) (AAPI)
- President's Day by Robin Nelson (AAH) (AAPI)

Equipment Needed:

- Anchor Charts
- Graphic Organizers
- Unit Tool Kit

- Foundation Tool Kit
- Teacher chosen materials
- Chromebooks
- Teacher Device
- Chart Paper
- White Board
- Smart Board

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Creating Change Through Writing

Target Course/Grade Level: Kindergarten

Unit Summary:

In this unit, the teacher will introduce students to opinion writing/persuasive writing. Students will communicate their ideas through a combination of pictures, labels, words, and sentences. They will use what they know about phonics and word analysis. They will use letter-sound correspondence, phonemic awareness, sight word recognition, and emergent spelling when writing their opinions and trying to persuade their audiences. In this unit, students will discover their ability to positively impact their classroom, school, and community. Through persuasive writing aimed at real audiences, they will consider what information is crucial and how to effectively communicate with their readers. Beginning with creating signs, songs, lists, and friendly letters to address issues within their immediate surroundings, students can gradually expand their focus to broader challenges within their town. As they advance, they will tackle more distant topics all aimed at making meaningful improvements in their world. In this unit students will learn the structure of a friendly letter. By writing friendly letters they will have the opportunity to express themselves creatively through written language while also developing independence, confidence, and stamina.

Approximate Length of Unit: 7 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Foundational Skills: Reading Language

Print Concepts

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

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

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

READING: Literature

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

READING: Informational Text

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RI.AA.K.7. With prompting and support, identify the reasons the author gives to support points in a text.

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

WRITING:

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.K.5 With prompts and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., even, photograph, video, book).

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

SPEAKING AND LISTENING:

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten

topics and texts with peers and adults in small and larger groups. 🌱

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to description as desired to provide additional detail.

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

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections and Standards:

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit Understandings:

Students will understand that...

- an opinion piece is writing that is about how we think and feel about something.
- persuasive writing is a method/tool that can help us to share our opinion with others.
- a picture can help us to communicate ideas and messages/concerns.
- adding labels reinforces meaning to images.
- letter sounds help us write words, sentences, and stories.
- stretching out words can help us hear all sounds.
- charts around the room can help us to label our pictures.
- we can use signs, songs, lists, and friendly letters to communicate ideas and messages/concerns.
- ideas can be shared through a combination of pictures, labels, and words.
- adding details can make our illustrations better.

Unit Essential Questions:

- How can we use drawing, dictating, and writing to persuade others to make changes?
- How can we use drawing, dictating, and writing to tell others how we feel about something?
- How can we express ourselves and convey messages through writing and drawing?
- How can asking questions help us learn more about a topic?
- How can putting words together reinforce our ideas/message/concern/point of view?
- How can we express ourselves through writing and drawing?
- How can we use what we know about letters and sounds to help us write?
- How can stretching out words help us write down the sounds we hear?
- How can we use a combination of drawing and writing to create a message?
- How can we use a combination of drawing and writing to communicate an idea?
- How can adding details help us communicate our ideas/message/concern/point of view?
- How can we tell the difference between fact and opinion?

Knowledge and Skills:

Students will know...

- how to hold a pencil.
- how to trace name, lower and upper case letters.
- how to write all upper- and lower case letters.
- how to form letters correctly.
- how to write from left to right, top to bottom, and page by page.
- that words are separated by spaces in print.
- that words are made up of letters.

Students will be able to...

- use drawing and writing to represent ideas, concepts and information.
- generate and expand ideas through talk with peers and teacher.
- add details to a drawing to give more information to the reader and to make the writing more interesting.
- write with a specific purpose in mind.
- write a persuasive letter.
- write about changes they would like to see in their classroom/ neighborhood/world.
- write for specific audiences by considering what the reader needs to know.
- use sound to symbol and symbol to sound correspondence (consonant, vowel, digraph, word pattern and onset-rime patterns).
- use conventions of writing (capitalization & punctuation).
- use comprehension skills when reading own writing.
- use shapes to help them draw pictures.
- add details to their pictures.
- use charts around the room to help them label their illustrations.
- use different tools to help them write the best they can.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Informal Formative Assessment- Daily observation
- Formal- Formative Assessments- Teacher-student conferences
- Conferring Checklists
- Think-Pair-Share
- Summative Assessment- Published Work Completed- Writing on Demand-End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Picture prompts
- Sentence Starters
- Labels in the room
- Family Chart with names
- Sight Word Wall

- Foundation Tool Kit
- Think It-Say It-Write It
- Small Group
- Personal copies of teaching charts
- Provide appropriate writing partners
- Provide modified writing paper

RESOURCES

Teacher Resources:

- Unit 4: Writing Pacing Guide
- Unit 4 Rubric
- Writing Pathways
- Writing Pathways- Opinion
- The Fountas & Pinnell Literacy Continuum
- NJDOE Prerequisite Skills, Curricular Frameworks and Instructional Units
- Florida Center for Reading Research (Science of Reading)
- Louisiana Believes
- Writing Pathways -Units of Study
- Supporting All Writers
- A Guide to the Writing Workshop
- Writing Pathways
- A Teacher's Guide to Writing Workshop Minilessons
- Launching the Writing Workshop
- Foundations Teacher's Manual

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)

Mentor Texts:

- CLICK CLACK MOO Cows That Type by Doreen Cronin
- Chairs on Strike by Jennifer Jones
- Stella Writes an Opinion by Janiel Wagstaff
- Hey Little Ant by Phillip and Hanna Hoose
- In My Opinion by Deb Bird
- Red is Best by Kathy Stinson
- Can I Be Your Dog by Troy Cummings
- I Wanna Iguana by Karen Kaufman Orloff
- The Perfect Pet by margie Palatini

- We Want a Pet by Lauren Child
- Earrings by Judith Viorst
- How Can I Get a Pet? By Rozanne LanczakWilliams

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

Mentor Texts:

- The Thank You Letter by Jane Cabrera
- Ten Thank You Letters by Daniel Kirk
- Corduroy Writes a Letter by Don Freeman
- Thank You, Santa by Margaret Wild
- Thank You Earth by April Pulley
- Sallie Bee Writes a Thank You Note by Courtney Sheinmel

W.WR.K.5 With prompts and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., even, photograph, video, book).

Mentor Texts:

- 10 Things I Can Do to Help the World by Melanie Walsh
- This Class Can Save the Planet by Stacy Tornio
- Olivia's Bird Saving the Gulf by Olivia Boulter
- Caring for the Environment
- I Can Save the Earth by Alison Inches and Viviana Garofoli
- How to Help the Earth by the Lorax by Trish Rabe
- Earth Day Song

Equipment Needed:

- Anchor Charts
- Graphic Organizers
- Unit Tool Kit
- Foundations Tool Kit
- Teacher chosen materials
- Chromebooks
- Teacher Device
- Chart Paper
- White Board
- Smart Board