

ENGLISH/LANGUAGE ARTS
Kindergarten

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: September 23, 2024
Produced by: Sara Graja, District Supervisor
Kimberly Mack, Literacy Coach

Dr. David Gentile
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

Table of Contents

	<u>Page</u>
K-5 Literacy Program Description and Pacing Guide	3
21 st Century Skills	6
Section 1: Reading Fictional Literature	8
Section 2: Informational Reading	17
Section 3: Narrative Writing	22
Section 4: Nonfiction and Informational Writing	26
Foundational Skills for Literacy Development	31
Language List	37
Glossary of Terms	38
Sample Standards Integration	39
Appendix: Climate Change Integration	40

Kindergarten

K-5 Literacy Program Description and Pacing Guide

The students enrolled in the Ewing Township Public Schools participate in a balanced literacy program that is “grounded in scientifically based reading research which supports the essential elements and practices that enable all students to achieve literacy” (National Reading Panel, 2000). There are three goals of our literacy program: 1) to help students read and comprehend grade level texts independently, 2) to assist students with text-based thinking and writing and 3) to empower students with a love of reading.

Balanced literacy can be seen in a classroom with teachers reading aloud and with students participating in: 1) shared reading, 2) guided reading, 3) independent reading and 4) modeled and shared writing. Ongoing formative assessment within a balanced literacy classroom provides data that allow teachers to make sound educational decisions about each individual student in a classroom. Reading/Writing workshop should look as follows:

- Mini Lesson
- Independent Practice
 - Independent Reading and Writing
 - Small Group Instruction (Guided Reading, Strategy Groups)
 - Individual Conferences
- Closing

Scope and Sequence for Reading Units of Study:

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Kindergarten	Launching the Reading Workshop and Working with Partners	Reading Fiction	Reading Nonfiction	Reading and Writing Content-Specific Nonfiction
1st Grade	Launching the Reading Workshop and Building Foundational Reading Skills	Reading Fiction	Reading Nonfiction	Writing about Reading (across genres)
2nd Grade	Launching the Reading Workshop and Character Study	Reading Fiction, Fables and Folktales	Reading Nonfiction	Reading and Writing Nonfiction and Reading Poetry
3rd Grade	Launching the Reading Workshop and Close Reading and Text-Based Writing	Nonfiction Reading Workshop	Reading Fiction, Fables, Folktales and Myths	Poetry Reading and Reading Workshop
4th Grade	Launching the Reading Workshop and Close Reading and Text-Based Writing	Nonfiction Reading Workshop and Close Reading of Nonfiction Texts	Historical Fiction Close Read and Book Clubs	Student-Directed Book Clubs
5th Grade	Launching the Reading Workshop and Close Reading for Fiction Signposts	Close Reading of Nonfiction Texts and Historical Fiction Book Study	Nonfiction Signposts and Reading and Writing across Genres	Student-Directed Book Clubs

Scope and Sequence for Writing Units of Study:

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Kindergarten	Building Foundational Writing Skills (e.g., letters, names, sight words, etc.)		Fiction Writing and Adding Details	Nonfiction and Poetry Writing
1st Grade	Launching the Writing Workshop and Narrative Writing	Fiction Writing and Adding Details	Nonfiction and Opinion Writing	Poetry Writing
2nd Grade	Building a Writing Community and Adding Details	Fiction Writing	Nonfiction and Letter Writing	Opinion and Poetry Writing
3rd Grade	The Writing Community, the Writing Process and Opinion Writing	Opinion and Expository Nonfiction Writing	Expository Nonfiction and Narrative Writing	Narrative and Poetry Writing
4th Grade	The Writing Community, the Writing Process and Opinion Writing	Opinion and Narrative Writing	Narrative Writing and Expository Nonfiction	Expository Nonfiction and Poetry Writing
5th Grade	The Writing Community, the Writing Process and Narrative Writing	Narrative Writing and Expository Nonfiction	Expository Nonfiction and Opinion Writing	Opinion and Poetry Writing

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP4. Communicate clearly and effectively and with reason.

In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and in the workplace.

CRP7. Employ valid and reliable research strategies.

Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and in the workplace.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies Integration - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards 11-12 - History, Social Studies, Science and Technical Subjects

**Section 1: Marking Period 1 and 2 -
 Launching the Reading Workshop,
 Working with Partners and Reading Fiction
 Pacing 90 Days Every day for 1 Hour
 (Equivalent to 2 Marking Periods)**

Why Is This Unit Important?

Launching the Reading Workshop and Working with Partners	Reading Fiction
Reading Workshop gives the opportunity to provide students with the time, environment, individualized instruction, and community to help them become independent lifelong readers.	Fiction is defined as "something invented by the imagination or feigned, specifically an invented story; fictitious literature such as novels or short stories" (Merriam-Webster).

The big ideas embedded in this unit are:

Launching the Reading Workshop and Working with Partners	Reading Fiction
<ul style="list-style-type: none"> • Students will engage in activities and discussions related to reading • Having a designated reading time dedicated to student-centered methods designed to cultivate a love for reading, improve literacy skills, and promote thoughtful engagement with various texts. 	<ul style="list-style-type: none"> • There are many genres of fiction, each with its own identifiable features. • Fictional stories, short or long, include common literary elements. • Authors use literary devices and figurative language thoughtfully to convey a particular message in a very specific way. It is important that readers pay careful attention to such wording.

Enduring Understandings:

Launching the Reading Workshop and Working with Partners	Reading Fiction
<ul style="list-style-type: none">Students find meaning in a text (or read with a purpose). In doing so, a reading workshop can help develop a reader's engagement with and relationship to a text.	<ul style="list-style-type: none">Works of literature can be categorized into genres and subgenres.Works of fiction most often include character, setting, conflict, resolution and theme/central message.Literary devices and figurative language are intentionally used by an author to allow a reader to more clearly visualize or become emotionally attached to a story. Words that authors use (i.e., story language) are often different than conversational/spoken language.

Essential Questions:

Launching the Reading Workshop and Working with Partners	Reading Fiction
<ul style="list-style-type: none">What is Reading?How can we take turns in a discussion?How do I show I am listening to a story?How do I hold a book?How do you turn the pages in a book?What details have you noticed in the pictures of your book?How can we take turns in a discussion?	<ul style="list-style-type: none">Why must fiction be approached differently than nonfiction reading? What makes each different?Must all fictional pieces follow the same exact format (i.e., the plot pyramid)?How does story language (i.e., literary devices, figurative language, etc.) influence the way a story is read and understood?

Acquired Knowledge (Students will know):

Launching the Reading Workshop and Working with Partners	Reading Fiction
<p>Students will:</p> <ul style="list-style-type: none"> • Understand how the parts of a book, including the cover, title, author, and illustrator • Understand concepts of print: <ul style="list-style-type: none"> • Print Awareness - Realizing that print carries meaning and understanding the directionality of reading (left to right, top to bottom). • Listening and comprehending stories: <ul style="list-style-type: none"> ◦ Listening to read-alouds and understanding the main ideas and events. ◦ Develop a reader's engagement with and relationship to a text ◦ Develop an understanding for what good readers do • Engaging in interactive read-alouds, including responding to questions and discussing the story. • Begin to establish routines for enjoying reading time, including independent and shared reading. • Developing a positive attitude toward reading and exploring different types of books and stories. 	<ul style="list-style-type: none"> • Fiction stories contain specific literary elements (i.e. character, setting, key events, and problem/solution) • The author and illustrator have different rolls • There are many subgenres of fiction including, but not limited to, storybooks, poems, fairy tales, fables, myths, folktales, drama and realistic fiction • Illustrations/pictures in stories can help a reader to understand the sequence of events and clarify story elements • There is a difference between book language and and spoken language • When retelling a story, one must include main character(s) and key events (e.g. who, what, when, where, why, and how) • The adventures of characters in can be compared across texts • A reader can often make connections between a story and his/her background knowledge or personal experience; he/she must ask questions when the information contradicts his/her previous knowledge

Acquired Skills:

Launching the Reading Workshop and Working with Partners	Reading Fiction
<p>Students will:</p> <ul style="list-style-type: none"> • Learn how to handle books gently, turning pages one at a time, and keeping books in good condition. • Understand the front and back of the book, and know how to hold the book correctly. • Recognize that print is read from left to right and top to bottom. • Identify basic story elements such as characters, setting, and plot. • Sequence - Understanding the beginning, middle, and end of a story and being able to sequence events. • Make predictions about what might happen next based on the story and pictures. • Build the ability to focus on and engage with books for increasing periods of time. • Retelling simple stories in their own words to demonstrate • Discover personal interests in various types of books and genres, which fosters a love for reading. • Learn how to select books that match their interests and developmental level with some guidance. • Learn how to work with a partner <ul style="list-style-type: none"> ○ Take turns during discussions ○ Be a good listener while the other person is talking 	<ul style="list-style-type: none"> • Recognize literary elements when they are presented in a story • Utilize a graphic organizer when identifying elements in or extrapolating key details from a fictional story • With prompting and support, ask and answer questions about key details in a text • Explain role and responsibility of the author and illustrator as well as the differences between the two • Read work representing the various subgenres of fiction and discuss the characteristics of and distinct differences between each subgenre • Use illustrations or pictures to assist with word decoding, reading, comprehension, and predicting • Differentiate between “book language” or the words used by a writer and spoken language used by individuals (i.e. students, friends, etc.) • Retell familiar stories including key details (i.e. character, setting, major events) • Compare events that occur across texts • Connect characters, events, messages presented in a story to his/her personal experience

Instructional Materials:

Launching the Reading Workshop and Working with Partners	Reading Fiction
Core: <ul style="list-style-type: none">• Teacher read aloud books• Student book bins• Student notebook• Anchor charts	Core: <ul style="list-style-type: none">• District-provided units of study• Anchor charts• Independent reading books• Guided reading books for small group instruction

Supplemental:

- Geodes
- Picture Books: Choose high-quality picture books with engaging illustrations and simple, relatable stories. Look for books that have repetitive phrases or predictable patterns to support early readers. During read-aloud sessions, pause to ask questions about the story, predict what might happen next, or connect the story to students' own experiences.
- Big Books: for mini-lessons and modeling
- Learning A-Z: Reading A-Z: Vocabulary A-Z and Raz-Kids (K and 1)
- Story Sequencing Cards: Provide sequencing cards that depict key events in the story. Students can arrange these cards in order and discuss the beginning, middle, and end of the story.
- Book Discussions: Foster discussions about the story's moral or lesson, encouraging students to reflect on characters' actions and decisions.
- Family Engagement: Send home copies of the story for families to read together, along with discussion prompts or suggested activities to extend learning beyond the classroom.

Accommodations or Modifications for Special Education, ESL or Gifted Learners (Click [link](#) for resources)

Launching the Reading Workshop and Working with Partners	Reading Fiction
<ul style="list-style-type: none">• Whole group/pair reading• Student seating flexibility• Student book choice	<ul style="list-style-type: none">• Refer to the Accommodations in the above link

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Teacher observation and anecdotal records
- Note-taking and graphic organizers to document main idea and supporting details/evidence (benchmark)

Summative:

- Written responses (i.e., how-to books, research reports, etc.)

Benchmark:

- iReady quarterly assessments

Interdisciplinary Connections:

- Utilize fall themed books, special holiday books, math themed books, animal themed books that can be connected to social studies, science or math curriculum
- Teachers can collaborate with with special area teachers to incorporate and reinforce reading skills that are being taught in the classroom
 - Art - illustrate your favorite book

- Library - reinforce how to use/listen to books

Climate Change Opportunities: As per NJDOE, “With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas.” We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade K. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections/Websites:

Launching the Reading Workshop and Working with Partners	Reading Fiction
<ul style="list-style-type: none"> • 6 Tips for launching Reader’s Workshop • Reading Workshop in Kindergarten: When and How to Launch • Getting Ready To Read 	<ul style="list-style-type: none"> • The Benefits of Reading Fiction: 5 Reasons Kids Should Read Stories • Back to School Read Alouds • 25+ Diverse/Multicultural Children’s Books for Back to School • 25 Back to School Read Alouds for the Primary Classroom • 20 Favorite Fall Books for Kids • Learning A-Z • Storyline Online

Suggested Learning Experiences and Instructional Activities:

Launching the Reading Workshop and Working with Partners	Reading Fiction
<ul style="list-style-type: none"> • Share Your Reading Life • Read Alouds - choose engaging and interactive books with simple language, repetitive phrases, and colorful illustrations <ul style="list-style-type: none"> ◦ During read alouds, pause to ask questions, make predictions, and discuss the story or information in the book ◦ Read aloud choices • Book Exploration: Allow students time to explore a variety of books in the classroom library. Teach them how to handle books properly, turn pages gently, and explore different genres and topics. • Build Reading Stamina: Begin to build students' reading stamina by gradually increasing the amount of time they spend engaged in independent reading or listening to stories. <ul style="list-style-type: none"> ◦ Chart 1 ◦ Chart 2 	<ul style="list-style-type: none"> • Exploring Characters: Focus on identifying characters in stories. Discuss what characters do, how they feel and actions based on their feelings. <ul style="list-style-type: none"> • Modeling character chart • Setting: Teach children about the setting of a story (where and when it takes place). Use visual cues and simple language to describe different settings (e.g., forest, school, beach). <ul style="list-style-type: none"> ◦ Character/Setting graphic organizer • Making connections: Ask questions that encourage students to connect the story to their own experiences or other stories they've read. <ul style="list-style-type: none"> ◦ Making connections graphic organizer • Retelling and Sequencing - Provide opportunities for children to retell stories using props, puppets, or drawings. Use sequencing cards or storyboards to help them organize and retell the main events in order. <ul style="list-style-type: none"> ◦

List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):

Reading Standards for Literature: RL.CR.K.1; RL.IT.K.3.; RL.TS.K.4.; RL.PP.K.5.; RL.MF.K.6.; RL.CT.K.8.

Language Standards: L.RF.K.1; L.RF.K.1.A; L.RF.K.1.B; L.RF.K.1.C; L.RF.K.4.

Speaking and Listening Standards: SL.PE.K.1.A; SL.II.K.2; SL.ES.K.3; SL.PI.K.4;
SL.UM.K.5; SL.AS.K.6

Section 2: Informational Reading Pacing 45 Days Every Day for 1 hour

Why Is This Unit Important?

- Nonfiction texts include, but are not limited to: magazines, newspapers, feature articles, posters, poetry, nonfiction picture books and trade books.
- The organizational structure of a nonfiction text (i.e., text features) connects to the text with which it is paired, provides needed information and is helpful to a reader.
- The skills required to read a nonfiction text differ from those required to read fiction.
- In order for one to become an independent reader of nonfiction, one must read actively.

The big ideas embedded in this unit are:

- Non-fiction books provide information
- Nonfiction books are based on factual information
- Nonfiction books have various text features

Enduring Understandings

- Works of literature can be categorized into genres and subgenres.
- Works of fiction most often include character, setting, conflict, resolution and theme/central message.
- Literary devices and figurative language are intentionally used by an author to allow a reader to more clearly visualize or become emotionally attached to a story. Words that authors use (i.e., story language) are often different than conversational/spoken language.

Essential Questions

- Why must fiction be approached differently than nonfiction reading? What makes each different?
- Must all fictional pieces follow the same exact format (i.e., the plot pyramid)?
- How does story language (i.e., literary devices, figurative language, etc.) influence the way a story is read and understood?

Acquired Knowledge: (Students will know...)

- There are differences between fiction (literary) and non-fiction (informational) texts. Fictional stories are imaginary, while nonfiction refers to real events or episodes
- There are various subgenres of nonfiction texts including, but not limited to, biographies, autobiographies, books about history, social studies, science and the arts and digital media sources on a range of topics
- Nonfiction text features (i.e., table of contents, photographs, realistic illustrations, captions, labels, bold words, labels and simple diagrams) provide additional information for a reader
- A non-fiction text has a main topic and a main idea
- A reader can often make connections between a nonfiction text and his/her background knowledge; he or she must ask questions when the information contradicts his/her previous knowledge

Acquired Skills:

- Differentiate
- between fiction and nonfiction texts
- Read a variety of genres of nonfiction (i.e., read aloud, shared reading, independent reading)
- Identify text features and use them to obtain information and aid in reading comprehension
- Identify the main topic and the main idea in a nonfiction text
- Connect topics or messages presented in a text to his/her background knowledge

Instructional Materials:**Core:**

- Non-fiction books from the Guided Reading bookroom
- Independent reading books
- Social Studies/Science texts
- Trade books
- Non-fiction materials (i.e., magazines, newspapers, posters, Internet, etc.)
- Anchor charts

Supplemental:

- Learning A-Z: Reading A-Z, Vocabulary A-Z and Raz-Kids (K and 1)
- Geodes books
- The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support (Pinnell and Fountas)

Accommodations or Modifications for Special Education, ESL or Gifted Learners (Click [link](#) for resources)

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Teacher observation and anecdotal records
- Note-taking and graphic organizers to document main idea and supporting details/evidence (benchmark)

Summative:

- Written responses (i.e., how-to books, research reports, etc.)

Benchmark:

- iReady assessments

Interdisciplinary Connections:

- Reading topics connected to science or social studies content and curriculum
 - Utilize winter themed books, special holiday books, math themed books, animal themed books that can be connected to social studies, science or math curriculum
 - Teachers can collaborate with with special area teachers to incorporate and reinforce reading skills that are being taught in the classroom
 - Computer - look up/watch videos about topics connected to the kindergarten curriculum in the areas of Reading, Social Studies, Science, and Math
 - Library - listen to stories that are connected to the kindergarten curriculum in the areas of Reading, Social Studies, Science, and Math
 - Art - create a winter picture, make a holiday picture, make something based on a book read that the student can present in class

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade K. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections/Websites:

- [Learning A-Z Login](#)
- [National Geographic for Kids](#)
- [Time for Kids](#)
- [Sports Illustrated for Kids](#)
- [NASA for Kids](#)
- [NASA for Educators](#)

Suggested Learning Experiences and Instructional Activities:

- Building Vocabulary - Introduce students to new vocabulary words. Offer students kid friendly examples and have them practice using the new words in sentences.
- Text Features - Expose students to the various non-fiction text features
 - [Nonfiction text features charts](#)
- Responding to nonfiction text - Have students respond to nonfiction text by writing/illustrating what they learned about
 - [Worksheet 1](#)
 - [Worksheet 2](#)
- Biographies/Autobiographies - Show students how books about people are are nonfiction
- Identify the main idea of a nonfiction text
- Compare and contrast fiction vs. nonfiction
 - Picture Walks - Take picture walks with books and have students to identify if the book is nonfiction or fiction and why
 - Sort books books into piles of fiction and nonfiction
- Give students the opportunity to read decodable nonfiction books
 - Ask students how they know the book is nonfiction
 - [Decodable Nonfiction Readers](#)

List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):

Reading Standards for Informational Text: RI.CR.K.1.; RI.CI.K.2.; RI.IT.K.3.; RI.TS.K.4.; RI.MF.K.6.

Language Standards: L.RF.K.1.; L.RF.K.1.A; L.RF.K.1.B; L.RF.K.1.C; L.RF.K.4.

Speaking and Listening Standards: SL.PE.K.1.; SL.II.K.2.; SL.ES.K.3.; SL.AS.K.6.

Section 3: Narrative Writing
Pacing 90 Days Every Day for 1 hour
(Equivalent to 2 Marking Periods)

Why Is This Unit Important?

This unit will focus on the creation of narrative or fictional 'stories', often inspired by a writer's real life experience.

The big ideas imbedded throughout this unit are:

- Narrative writing is often inspired by one's life experience. When writing an imagined work, a writer's background knowledge serves as inspiration for the fictionalized aspects of a piece.
- The goal of narrative writing is to teach students to write a sequence of events with precise detail and to write in such a way that a reader can easily follow events.
- Narrative writing, either personal or fictional, includes literary elements found in fictional reading: character, setting, plot development through a series of events, conflict and resolution and often a lesson or theme.
- Writing with sensory details and a personal or emotional voice engages an audience.
- Narratives should be focused stories or what Lucy Calkins calls "small moments...very focused vignettes."
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, word choice, sentences and the conventions of writing.

Enduring Understandings

- Writing from one's personal experience or focused on a topic familiar to a writer allows him/her to include true to life detail in a story.
- Visualizing is a skill that enables a writer to add specific detail in a story, especially if that story is focused on an experience or topic familiar to the writer.
- Sensory images, vivid detail and careful word choice (i.e., words of emotion) add powerful elements to storytelling that are easy to include when writing about one's true experience.
- Focusing one's story writing onto small moments enables a writer to focus the story's emotion and to build tension in a narrative, a tension that is relieved through the resolution of the conflict.
- Chronology or sequencing is essential when storytelling.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions

- How does narrative writing differ from expository, prose or poetic writing?
- What is the benefit of writing from one's personal experience or background knowledge rather than from one's imagination?
- How can one develop his/her ability to visualize? How can that skill be used to improve one's writing?
- What is sensory detail? What does it add to a story?
- Why is sequencing important?
- Do writers always write the same way they speak?

Acquired Knowledge: (Students will know...)

- Narratives are fictional stories, often inspired by real events and focus on single, "small moments."
- A narrative combines a single event or several loosely linked events in sequential order.
- A writer must include some emotion (i.e., a reaction) in narrative writing.

Acquired Skills:

- Create a narrative based on a single, small moment from his/her experience.
- Use sequential order to write a narrative.
- Incorporate some emotion in each narrative.

Instructional Materials:

Core:

- Being a Writer (Center for the Collaborative Classroom)
- Mentor texts and/or big books
- Trade books

Supplemental:

- The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support (Pinnell and Fountas)
- Picture books related to the content being written about
- Writing Idea Charts - click [here](#)
- Seasonal Word Lists - click [here](#)
- Letter/Sound Sheet for student reference - click [here](#)

Accommodations or Modifications for Special Education, ESL or Gifted Learners (Click [link](#) for resources)

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Teacher conferences and anecdotal records
- Rubrics - Click [below](#) for examples
 - [Sample 1](#)
 - [Sample 2](#)

Summative:

- Student writing folder or portfolio

Benchmark:

- Assessment tools provided in the Being a Writer Assessment Resource Book

Alternate Assessments:

- Administered to students in the urgent intervention or intervention categories on the iReady assessment
- Letter Identification Assessment
- Sound Identification Assessment
- Use a picture to identify the first letter of the object and say the sound
- Match pictures of two words that rhyme

Interdisciplinary Connections:

- Students can be encouraged to write about personal experiences or knowledge that connect to topics studied in other classes (i.e., trip to the zoo and animal study, vacation to Philadelphia and a visit to the Liberty Bell, etc.)
- Students can be encouraged to write about shared class experiences or information gathered in the classroom
- Multicultural picture books can be used as mentor texts and to help inspire students to write about their own cultures and traditions.
 - Click links for book lists - [Link 1](#), [Link 2](#)

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade K. Please note you have

editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections/Websites:

- [Being a Writer Online Resources in the Center for the Collaborative Classroom Learning Hub](#)
 - Units of Study DVD Bundle (can be borrowed from the District Language Arts Supervisor)
 - Picture books available online to be used as mentor texts
 - [Mentor Text To Teach Children Narrative Writing](#)
 - [40 Best Mentor Texts for Narrative Writing in Elementary School](#)

Suggested Learning Experiences and Instructional Activities:

- **Letter Sounds and Beginning Sounds:** Play games where students identify the beginning sounds of words or sort pictures by initial sound. This helps develop phonemic awareness, which is crucial for early writing.
- **Shared Writing:** Write a short sentence or story as a class on chart paper or a whiteboard. Encourage students to help with spelling and suggest words.
- **Labeling Objects:** Have students label objects in the classroom with simple words they know. This connects writing with real-world objects and reinforces vocabulary.
- **Interactive Writing:** Write short messages or sentences together, focusing on a specific writing skill (like punctuation or capitalization). Students can take turns writing parts of the message.
- **Sight Word Practice:** Introduce common sight words gradually and incorporate them into writing activities. Encourage students to recognize and use these words in their writing.
 - Click [link](#) for example worksheets
- **Story Starters:** Provide sentence starters or story prompts to help students get started with their writing. For example, "Once upon a time..." or "I went to the park and..."
 - Click [link](#) for story starters
- **Picture Stories:** Provide students with a picture prompt (like a scene or a character) and ask them to write a sentence describing what they see. This helps develop their ability to create a narrative.
 - Click [link](#) for picture prompt examples

List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):

Writing Standards: W.AW.K.1.; W.NW.K.3.; W.WP.K.4.; W.RW.K.7.

Language Standards: L.WF.K.2.; L.WF.K.2.D; L.WF.K.2.E; L.WF.K.3; L.WF.K.3.B; L.WF.K.3.C; L.WF.K.3.D

Speaking and Listening Standards: SL.PE.K.1.A; SL.PE.K.1.B; SL.ES.K.3.; SL.PI.K.4.; SL.UM.K.5.; SL.AS.K.6.

Section 4: Nonfiction and Informational Writing
Pacing 90 Days Every Day for 1 hour
(Equivalent to 2 Marking Periods)

Why Is This Unit Important?

This unit will focus on the craft of nonfiction and informational writing and will help students develop the skills needed to effectively communicate with an audience.

The big ideas embedded through this unit are:

- The purpose of nonfiction/informational writing is for the writer to draw from what he/she already knows and from what is read or researched.
- The written work must focus on a clear topic and thoughts must be organized logically and coherently.
- A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language is essential.
- Strong written works must meet certain criteria (i.e., the opening and closing are evident, the main idea is focused and is supported with details, word choice is appropriate to the task, sentences are evident and Standard English is used effectively).
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, word choice, sentence structure and the conventions of writing.

Enduring Understandings

- Nonfiction/Informational writing serves one of three purposes:
 - To increase a reader's knowledge of a subject,
 - To help a reader better understand a procedure or process, or
 - To provide a reader with an enhanced comprehension of a concept.
- A topic must be supported using relevant facts, definitions, details, quotations or other information and examples.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions

- What is the author's purpose when writing a nonfiction or informational piece?
- What differentiates informational writing from other forms of writing (i.e., narrative, poetic, etc.)?

- How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work?
- Why is it important to consider audience and purpose when organizing one's writing?
- Why is vivid and precise use of language so important?
- What is Standard English and why is it important to use Standard English in informational writing?

Acquired Knowledge: (Students will know...)

- The purpose of nonfiction/informational writing is for a writer to share information about a topic with an audience, to increase the audience's knowledge of a subject, to help them understand a procedure or process or to provide the reader with enhanced comprehension of a concept.
- There are many ways to find information on a single topic (i.e., different picture books, videos or computer resources on penguins).
- Pictures and/or words are used in nonfiction/informational writing, where a writer names the topic and shares some information about it.
- Writers must use Standard English to convey their message to a wide audience of readers.
- Writers continually revise and edit their work to improve their writing (i.e., organization, development, conventions, etc.).

Acquired Skills:

- Understand that there are many types of nonfiction/informational writing, each with a specific purpose.
- Explore a variety of resources to locate information on a single topic.
- Use pictures and words to share information on a single topic.
- Continually revise and edit his/her work to improve the writing.

Instructional Materials:

Core:

- Being a Writer (Center for the Collaborative Classroom)
- Comprehension Toolkit (Harvey and Goudvis)
- Mentor texts and nonfiction materials (i.e., magazines, newspapers, posters, Internet resources, etc.)
- Trade books

Supplemental:

- The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support (Pinnell and Fountas)

Accommodations or Modifications for Special Education, ESL or Gifted Learners (Click [link](#) for resources)

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Teacher conferences and anecdotal records
- Rubrics - Click below for samples
 - [Sample 1](#)
 - [Sample 2](#)

Summative:

- Student writing folder or portfolio

Benchmark:

- Assessment tools provided in the Being a Writer Assessment Resource Book

Alternate Assessments:

- Students who struggle with writing narrative or informational pieces will draw a picture, tell their story, and write key words from the story.

Interdisciplinary Connections:

- Student writing will be based on Science experiments, research connected to Science or Social Studies topics, field trips, etc.

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade K. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections/Websites:

- [Being a Writer Online Resources in the Center for the Collaborative Classroom Learning Hub](#)
- Units of Study DVD Bundle (can be borrowed from the District Language Arts Supervisor)
- Websites provided in the K-2 Nonfiction Reading Unit would provide informational reading opportunities that could then be linked to nonfiction writing opportunities. Thus, all websites provided in that Unit also apply here.
- The website www.readwritethink.org provides educators with ideas, lesson plans and reference materials to support almost any topic. By simply searching "nonfiction writing grades K-2", one would obtain a list of seven lessons that could be used in any K-2 classroom to support nonfiction writing.
- [National Geographic for Kids](#)
- [Time for Kids](#)

Suggested Learning Experiences and Instructional Activities:

- **Labeling Activities:** Provide pictures or objects and have students label them with simple words or phrases. Students can label:
 - Items around the classroom
 - Pictures of plants/animals (connected to Science curriculum)
- **Classroom Books:** Collaboratively create class books on different topics such as:
 - Animals
 - Insects
 - Foods
 - School
 - Seasons
 - Weather
- **How-To Books:** Guide students in creating "how-to" books, where they write about a process they are familiar with. Here is a [list of books](#) to use to model or do a shared writing activity. Here are a few "how to" book examples:
 - how to brush teeth/wash hands
 - how to walk in the hall
 - How to blow bubbles
- **Facts Books:** Connect writing to Social Studies or Science and have students write what they have learned about. Use a [graphic organizer](#) to help students organize their ideas. Students could write about:
 - Weather
 - [Tornado activity](#)
 - Life Cycles
 - Plants/[Animals](#)
 - Famous people
- **Observations:** Encourage students to draw or write about things they observe in their environment. This could include animals they see outside, weather changes, or objects in the classroom.

List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):

Writing Standards: W.IW.K.2.A; W.IW.K.2.B; W.WP.K.4.; W.WR.K.5.; W.SE.K.6.

Language Standards: L.WF.K.1.C; L.WF.K.2.; L.WF.K.2.D; L.WF.K.2.E; L.WF.K.3, L.WF.K.3.B; L.WF.K.3.C; L.WF.K.3.D

ELA Speaking and Listening Standards: SL.PE.K.1.A; SL.PE.K.1.B; SL.ES.K.3.; SL.PI.K.4.; SL.UM.K.5.; SL.AS.K.6.

Foundational Skills for Literacy Development

Pacing 180 Days: Every Day for 30 minutes

Why Is This Unit Important?

Kindergarten is the starting point of formal education for many children. It lays the foundation upon which all future learning will be built. Foundational skills such as early literacy (reading readiness) are fundamental for later academic success. Children who develop foundational skills in kindergarten are better equipped to handle more complex concepts in later grades.

The big ideas embedded through this unit are:

- Letter-Sound Correspondence: teaching children the relationship between letters (graphemes) and their corresponding sounds (phonemes). This includes recognizing and naming letters of the alphabet and associating each letter with its most common sound.
- Phonemic Awareness: developing phonemic awareness, which is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. Activities such as rhyming, segmenting sounds in words, blending sounds to form words, and manipulating sounds (e.g., changing the first sound in a word) helps develop this skill.
- Sound Blending: instructing children how to blend individual sounds together to form words. This skill is essential for reading fluency and involves blending sounds smoothly and quickly to read words accurately.
- Contextualizing Phonics Skills: Connecting phonics skills to meaningful reading and writing experiences. Children are encouraged to apply their knowledge of letter-sound relationships when reading books, writing sentences, and engaging in literacy activities.

Enduring Understandings

- Each letter of the alphabet represents a specific sound or sounds in spoken language.
- Letters and groups of letters can represent different sounds.
- Blending individual sounds together to read words.
- Reading fluently involves smoothly integrating phonics skills with comprehension of text meaning.
- Recognize how phonics skills apply to both reading and writing.

Essential Questions

- Why do we learn to read?
- How do letters make different words?
- How do letters help us read words?
- Why is it important to listen to sounds in words?
- What is rhyming?
- What is a consonant? What is a vowel?
- What is a sentence?
- How can we sound out new words we don't know?
- Why do we practice reading and writing?

- How do we write words and sentences?

Acquired Knowledge: (Students will know...)

- Understand and identify all uppercase and lowercase letters, recognizing that letters represent sounds in words.
- Develop awareness of phonemes, including rhyming, blending, and segmenting sounds in simple words.
- Associate letters with their corresponding sounds, blend sounds to read words, and segment words for writing and spelling.
- Gain an understanding of how print works, including the directionality of reading and the distinction between letters, words, and sentences.
- Develop basic writing skills by printing letters, writing their name, and using inventive spelling for simple words.

Acquired Skills:

Print Concepts:

- Identify the front cover, back cover and title page of a book. (L.RF.K.1.)
- Follow words from left to right, top to bottom and page by page. (L.RF.K.1.A)
- Understand that words are separated by space in print. (L.RF.K.1.C)
- Recognize and name all upper- and lowercase letters of the alphabet. (L.RF.K.1.A; L.RF.K.1.D)
- Distinguish between print and pictures. (L.RF.K.1.)
- Locate the first and last letters of a word. (L.RF.K.2.D)
- Match one spoken to one written word while reading and pointing. (L.RF.K.1.B)
- Recognize one's name. (L.RF.K.1.B)
- Understand the concept of letter (a single character) and word (a group of characters). (L.RF.K.1.B)
- Use one's name to learn about words and make connections between words. (L.RF.K.1.B)

Phonological Awareness:

- Recite and produce rhyming words (e.g. fly, high, buy, sky). (L.RF.K.2.A)
- Count, pronounce, blend and segment syllables in spoken words. (L.RF.K.2.B)
- Count individual words in spoken phrases or simple sentences. (L.RF.K.2.B)
- Blend two or three phonemes in words (d-o-g, dog). (L.RF.K.2.C)
- Segment words into phonemes (bat, b-a-t). (L.RF.K.2.C)
- Manipulate phonemes (mat-at, and-hand). (L.RF.K.2.E)
- Connect words by sounds (sun, sat). (L.RF.K.2.D)
- Hear and say beginning phonemes (sounds) in words (run/race, mom/make) and ending (win/fun, get/sit). (L.RF.K.2.D)
- Isolate and pronounce the initial, medial vowel and final phonemes (sounds) in three-phoneme (CVC) words (e.g. /save/, /ham/). (L.RF.K.2.D)
- Add or substitute individual phonemes in simple, one-syllable words to make new words (e.g. /at/, /sat/, /mat/, /map/). (L.RF.K.2.E)

Phonics and Word Recognition:

- Recognize and produce the names of most upper- and lowercase letters. (L.RF.K.1.D)
- Understand that there is a relationship between sounds and letters. (L.RF.K.1.B)
- Make connections between words by recognizing letters (bat, big, ball), letter clusters (feat, meat, heat) and letter sequences. (L.RF.K.1.E)
- Understand special uses of letters -capital letters, initials (L.RF.K.3)
- Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. (L.RF.K.3.A)
- Associate the long and short sounds with the graphemes for the five major vowels. (L.RF.K.3.B)
- Recognize and use beginning consonant sounds and the letters that represent them to read and write words. (L.RF.K.3.A)
- Recognize simple CVC words. (L.RF.K.3.E)
- Attempt to write words by writing one letter for each sound heard. (L.RF.K.3.A)
- Recognize and use simple phonograms with the VC pattern (-ad, -ag, -an, -am, -at, -ed, -en, -et, ig,- in, -og, -op, -ot, -uf). (L.RF.K.3.E)
- Read high-frequency and sight words with frequency and automaticity, e.g., 85 identified sight words (L.RF.K.3.C)
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. bat vs. sat, cat vs. can). (L.RF.K.3.E)

Fluency:

Fluency is defined by the National Institute for Literacy as “the ability to read a text accurately and quickly.” The DRA2 Teacher’s Guide adds, “Good readers read aloud in meaningful phrases with appropriate expression [and] read at an appropriate reading rate with a high percent of accuracy.”

- Read emergent-reader texts with purpose. (L.RF.K.4.)
- Read emergent-reader texts with understanding. (L.RF.K.4.)
- Demonstrate an emerging understanding of words by pointing to and/or tracking words as he/she reads aloud. (L.RF.K.1.A; ; L.RF.K.1.B)
- Use pictures and text clues in conjunction with the initial letter-sounds of words to confirm or self-correct word recognition and understanding (L.RF.K.4.)

Scope and Sequence was created using the following research-based materials:

- Standards for English Language Arts and Literacy in History/Social Studies & Science
- Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach and Support (Pinnell and Fountas)
- Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3 (National Institute for Literacy)
- Diagnostic Reading Assessment, 2nd edition (DRA2), Pearson

Instructional Materials:

Core:

- Foundations Kindergarten materials
 - Teachers manual
 - Large letter/sound cards
 - Small letter cards
 - Alphabet wall strip
 - Vowel extension posters
 - Owl puppets
 - Sentence and Syllable frames
 - Trick word flashcards
- Mentor texts and nonfiction materials (i.e., magazines, newspapers, posters, Internet resources, etc.)

Supplemental:

- Wilson Fun Hub materials - click [link](#) for website

Accommodations or Modifications for Special Education, ESL or Gifted Learners (Click [link](#) for resources)

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Grade level letter/sound assessment
- Grade level rhyming assessment

Summative:

- Foundations End of Unit assessments

Benchmark:

- iReady assessments

Interdisciplinary Connections:

- Music - Use songs and chants that emphasize phonetic sounds and letter recognition. Incorporate movement activities where students act out the sounds of letters or blend sounds together physically
- Art - Integrate art activities where students create letter shapes using various materials (e.g., clay, yarn, sticks) to reinforce letter recognition and formation. Encourage students to decorate letters with objects that start with the corresponding sound (e.g., "S" decorated with pictures of a sun, snake, etc.).
- Math - Use numbers and counting activities to reinforce phonics concepts. For example, students can count the number of syllables in words or sort objects based on initial phonetic sounds.

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade K. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections/Websites:

- [Teach Your Monster To Read](#) - free phonics game for students
- [Splash Learn](#)
- [Seesaw](#)
- [Savvas Learning Activities](#)

Suggested Learning Experiences and Instructional Activities:

- **Book Exploration:** Provide book bins for children to explore independently and in groups. Discuss how print is a part of the story and allow students time to explore print in the books and/or pick out letters/words they know
- **Letter Recognition Games:** Use alphabet blocks, letter magnets, or flashcards for letter recognition activities. Have children identify and name letters.
- **Sentence Building:** Use sentence strips or magnetic words to build sentences. Point out periods, question marks, and capital letters.
- **Shared Reading:** During read-aloud sessions, use a pointer to follow the text and show how to read from left to right and top to bottom.
- **Print Hunt:** Go on a classroom or school scavenger hunt to find examples of print in the environment (signs, labels, posters).
- **Elkonin (sound) Boxes:** Use [sound boxes](#) to segment words into individual phonemes (e.g., /c/ /a/ /t/ for "cat") and then blend them back together.
 - How to use [Elkonin Boxes](#)
- **Sound Sorts:** Provide pictures or objects and have children sort them by their beginning or ending sounds
 - [Beginning Sound Sort](#)
 - [Ending Sound Sort](#)
- **Sound Scavenger Hunt:** Go on a classroom hunt for objects that start or end with a specific sound, emphasizing initial and final phonemes.
- **Predictable Texts:** Use [predictable books](#) where children can anticipate the text based on repetitive patterns or familiar sight words.
- **Shared Writing:** Write simple sentences/stories together as a class, emphasizing phonetic spelling and decoding skills.

List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):

Language Standards - Foundational Skills: Reading Language - Print Concepts: L.RF.K.1.; L.RF.K.1.A; L.RF.K.1.B; L.RF.K.1.C; L.RF.K.1.D

Language Standards - Foundational Skills: Reading Language - Phonological Awareness: L.RF.K.2; L.RF.K.2.A; L.RF.K.2.B; L.RF.K.2.C; L.RF.K.2.D; L.RF.K.2.E

Language Standards - Foundational Skills: Reading Language - Phonics and Word Recognition: L.RF.K.3.; L.RF.K.3.A; L.RF.K.3.B; L.RF.K.3.C; L.RF.K.3.E

Language Standards - Foundational Skills: Reading Language - Fluency: L.RF.K.4.

List for Grade Kindergarten

Kindergarten Language Skills List

- **Observe conventions of grammar and usage:**
 - Recognize and print uppercase and lowercase letters.
 - Print uppercase and lowercase letters
 - Begin to understand letter-sound correspondence.
 - Begin to form simple sentences with a subject and predicate, even if the sentences are basic or incomplete
 - Answer simple questions and respond to prompts with short, coherent sentences.
- **Observe conventions of capitalization, punctuation and spelling:**
 - Begin sentences with a capital letter.
 - Emerging use of basic end punctuation such as periods, question marks, and exclamation points at the end of sentences.
 - Identify and capitalize the first letter in their own name and familiar names, like family members or friends.
 - Attempt to spell simple, familiar words using phonetic spelling based on the sounds they hear.
 - Begin to match letters to their corresponding sounds and understand that letters form words.
 - Write simple words and their names using basic spelling patterns and phonetic spelling.
 - Start to blend and segment sounds to form basic words
- **Determine word meanings (based on kindergarten reading):**
 - Group words into simple categories based on clear attributes (e.g., animals, toys, foods).
 - Recognize and discuss basic relationships between words, such as identifying words that are opposites (e.g., big/small) or similar (e.g., cat/dog).
 - Use illustrations or pictures to help understand and determine the meaning of simple words.
 - Begin to understand simple patterns in words (e.g., recognizing that many animals' names end in "-s" like dogs, cats).
 - Start to understand and use words that have more than one meaning in simple contexts (e.g., "bat" as both an animal and a sports equipment).
- **Understand word relationships:**
 - Relate words to familiar, everyday experiences (e.g., identify and talk about different places in their home or school, like the "kitchen" where food is made or the "playground" where they play).
 - Begin to recognize basic differences in meaning for simple adjectives and verbs (e.g., understanding that "happy" and "sad" are opposite feelings or "run" and "walk" are different ways to move).
 - Use newly learned words in simple sentences and contexts based on everyday conversations, stories, and activities.
 - Group words into very basic categories based on clear attributes (e.g., animals, colors, or toys) to understand how words relate to each other.

ELA Curriculum Glossary of Key Terms

Argument Writing - the purpose is for a writer to change the reader's point of view, to bring about some action on the reader's part or to ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem; claims or opinions are offered and arguments are based upon facts, definition, quotations or details (Common Core State Standard, Appendix A).

Close Reading - (analytic reading) stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately; requires that students understand the central ideas and key supporting details in a text (PARCC, 2011).

Expository Nonfiction - the purpose is for a writer to inform a reader about a specific topic, one in which the writer may or may not have had prior knowledge; there is an overarching topic communicated in a thesis and factual information about subtopics organized into paragraphs.

Informational/Explanatory Writing - the purpose is to increase a reader's knowledge of a subject, to help readers better understand a procedure or process or to provide readers with an enhanced comprehension of a concept; this type of writing conveys information accurately (New Jersey Student Learning Standards, Appendix A).

Informational Text - nonfiction texts, including but not limited to, biographies, autobiographies and memoirs; nonfiction books including picture books, textbooks and informational books; magazines, newspapers and other periodicals; online resources including information provided on .org, .edu and .gov websites.

Literary Text - refers to fictional works including short stories of fiction, chapter books, poems and other narratives.

Narrative Writing - the purpose is to inform, instruct, persuade or entertain; the writer conveys experience, either real or imaginary and uses time as its deep structure (New Jersey Student Learning Standards, Appendix A).

Reading and Writing Workshop - an instructional philosophy and class structure where students participate in a focused mini-lesson and apply that skill to a text at each student's independent reading or writing level or in an instructional group with guidance and support; instruction and application occur daily and differentiation based upon reading level or writing need is embedded in the framework.

Text-Based Writing - writing that requires a student to provide evidence from a specific text as support for his/her response.

Sample Standards Integration

21st Century Skills & Career Readiness Practices

Career Readiness:

Unit 4 Career Ed - In unit five, students explore nonfiction writing. They read the book, *I Want to Be a Chef*. Students read and generate questions about what a chef does. During the next writing lesson, students generate a list of people who may have jobs in the community. They create different questions they would pose to a community member (police officers, firefighters, the principal, or mayor). A guest is invited into the classroom for students to interview.

Unit 2 Career Ed- In unit two, students read a variety of nonfiction books about firefighters. Students then create a chart listing what firefighters can do, what firefighters have, and what firefighters are. After students learn about the job of a firefighter, the local fire department visits the school with a fire truck. Students can explore the fire truck and talk with firefighters.

CRP6. Demonstrate creativity and innovation

In Kindergarten, students are constantly demonstrating creativity and innovation, especially in ELA. For example, students are introduced to narrative writing in section 4. Students learn in kindergarten that narratives are fictional stories, often inspired by real events and focus on single, "small moments." Student practice writing these small moments and include some emotion in their narrative writing. When writing narratives, students have the flexibility to think and write creatively.

Technology Integration

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

Students participate in the hour of code in grades kindergarten through grade 5. During their computer special, students learn the language of coding and also learn various computer science terms. These activities directly connect to their ELA experience. In section 3, Foundational Skills for Literacy Development, kindergarten students learn the "language" of literacy. Students are learning print concepts, phonological awareness, word recognition, and fluency. Throughout the year students master these skills, which help them learn and understand academic vocabulary words.

Interdisciplinary Connection: Visual and Performing Arts

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand D. Visual Art

In grades K-2, students learn to identify the basic elements of art and the principles of design in diverse types of artwork. After identifying these basic elements of art, in their art special, students draw a picture of the setting of a story they have read during ELA. In kindergarten, students learn to identify the setting of a story (standard RL.K.3). As a culminating reading activity, students draw a picture to show the setting of one of the books they have read independently.

Appendix: Climate Change Integration
English Language Arts
Grade Level: Kindergarten

Note: New Jersey has created a [New Jersey Climate Educator Hub](#). Create a FREE account with your district email to access FREE Teaching Resources, Exemplar Lesson Plans, and Professional Learning Opportunities.

Unit of Study	Standard	Supplemental Texts, Resources, and/or Example Activities
Section 1: Reading Fiction	RL.CR.K.1 RL.CI.K.2 RL.IT.K.3 RL.TS.K.4 RL.PP.K.5 RL.MF.K.6 RL.CT.K.8 SL.PE.K.1 SL.ES.K.3 SL.AS.K.6	<p>Introducing climate change concepts to Kindergarten students can be both fun and educational with the right resources. At this age, it's effective to use simple, engaging, and age-appropriate materials that focus on basic concepts like weather, seasons, and how we can care for our planet. Here are some ideas to help integrate climate change education into your classroom. Many books/activities can be connected to Science units of plants/animals and weather as well as Earth Day for Social Studies.</p> <ul style="list-style-type: none"> ● Save the Reef by Bethany Stahl - a book about how climate change affects the coral reef <ul style="list-style-type: none"> ○ Click here for a lesson plan to go along with the story. ○ Save the Reef is in a collection of books by Bethany Stahl called Save the Earth. Click here to see the entire book collection. ● The Water Princess by Susan Verde - a book about a girl who doesn't have access to clean water <ul style="list-style-type: none"> ○ Discussion questions ○ Activity ● Compost Stew: An A to Z Recipe for the Earth by Mary McKenna Siddals - a book about composting and how it is good for the environment <ul style="list-style-type: none"> ○ Discussion questions and activities ● Earth Ninja by Mary Nhin - this book explains the 3 R's - reduce, reuse, and recycle and how it affects our planet

- [Discussion questions](#) -
- [Activity](#)

Geodes Books that can be used in conjunction with discussions about Climate Change:

- Module 1/Text Set 1 - Galapagos Adventure
- Module 2/Text Set 1 - Peach Picking, Lei Harvest
- Module 2/Text Set 2 - Garden Party, Farm Work, Farmers Market
- Module 3/Text Set 1 - Ice Harvest
- Module 4/Text Set 1 - The Great Reef

Below is a list of other fiction books you can use to focus on parts of a book as that will lend itself to the issue of climate change.

List of Books:

- The Lorax by Dr. Seuss
- Billie the Octopus by Lotus Kay and Chey Diehl
- On the Reef by Judith and Shandley McMurray
- [Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles](#) by Philippe Cousteau, Deborah Hopkinson, and Meilo So
- One Turtle's Last Straw: The Real-Life Rescue That Sparked a Sea Change by Eliza Boxer
- Saving Planet Earthly - <https://www.youtube.com/watch?v=X97Vv6ykE88>
- Glacier on the Move by Elizabeth Rusch
 - Book trailer - click [here](#)
- Earth.Org book list - <https://earth.org/climate-change-books-for-kids/>
- Children's books that inspire climate hope and action - <https://www.momscleanairforce.org/climate-books-for-kids/>
- Top 10 Books on Recycling and more - <https://bookroo.com/explore/books/topics/recycling>

<p>Section 2: Informational Reading</p>	<p>RL.CR.K.1 RI.CI.K.2 RI.IT.K.3 RI.TS.K.4 RI.PP.K.5 RI.MF.K.6 RI.AA.K.7 RI.CT.K.8 SL.PE.K.1 SL.ES.K.3 SL.AS.K.6</p>	<p>In Kindergarten, use books to introduce issues related to climate change so kids can develop an understanding about how human behaviors can affect life on our planet. Also, engage students in whole group and pair discussions to help them develop their own awareness and form opinions.</p> <ul style="list-style-type: none"> • Where The Heart Is by Irma Gold <ul style="list-style-type: none"> ◦ Discussion questions for this book about a penguin being rescued after an oil spill and how oil spills in the ocean affect the environment. • If Polar Bears Disappeared by Lily Williams discusses polar bears. It focuses on the domino effect of climate change on polar bears and other animals in the arctic. <ul style="list-style-type: none"> ◦ Discussion questions ◦ You could also read Polar Bear, Why Is Your World Melting? By Robert E. Wells • A Peek Into Composting lesson - Click here • Song - click here to get print bookmarks that have a song to help students understand climate change <p>Geodes Books that can be used in conjunction with discussions about Climate Change:</p> <ul style="list-style-type: none"> • Module 3/Text Set 1 - Three Sisters • Module 4/Text Set 1 - Land of Wonder, Jack, Jill, and Joey <p>Discussion Topics: These topics can also be used below in <i>Non-fiction and Informational Writing</i>. Students can write responses or their opinions on the subject.</p> <ul style="list-style-type: none"> • Weather vs. Climate: Explain the difference in simple terms, like weather is what's happening outside today, while climate is what you usually expect over a long time. • Seasonal Changes: Discuss how different seasons bring different weather and what we can do to protect our environment in each season. • Animals and Plants: Discuss how changes in climate can affect animals and plants. For example, how are polar bears impacted by melting ice?
---	--	---

		<p>Additional Resources:</p> <ul style="list-style-type: none"> • National Geographic Kids • Twin Science • Subject to Climate (Kindergarten) • NPR article • NASA Climate Kids • Edutopia - 4 Strategies to Teach About Climate Change • NJ Climate Education Teacher Professional Development • Books about recycling <p>These videos are for giving your students another medium to help them learn about climate change.</p> <p>YouTube videos on Climate Change:</p> <ul style="list-style-type: none"> • How to talk to kids about climate change • What is climate change?
Section 3: Narrative Writing	L.WF.K.1 L.WF.K.2 L.WF.K.3 W.AW.K.1 W.NW.K.3 W.WP.K.4 W.SE.K.6 W.RW.K.7 SL.PE.K.1 SL.ES.K.3 SL.AS.K.6	<p>Introducing narrative writing in Kindergarten about climate change can be both engaging and educational. Start by encouraging students to imagine and create stories where they are characters involved in environmental adventures. By connecting these narratives to simple, relatable concepts of climate change, students can explore and express their understanding of how their actions and decisions impact the planet in a creative and personal way. You can also use the list of books in Section 1 - Reading Fiction - to help develop topics and writing ideas.</p> <ul style="list-style-type: none"> • Where The Heart Is by Irma Gold <ul style="list-style-type: none"> ◦ Creative Writing Questions for this book about how people can help animals who are affected by human behaviors in relation to climate change. • Nature Show and Tell lesson click here <ul style="list-style-type: none"> ◦ Students can write a story using one of the show and tell objects - click here for writing paper writing paper • Real Life Connections - click here to get a list of real life connections that students can write about

		<ul style="list-style-type: none"> • The Earth Book by Todd Parr - students can listen to the story and write about what they can do to help the Earth. • The Adventures of a Plastic Bottle: A Story About Recycling by Alison Inches - students can create a story about what their own plastic bottle
Section 4: Nonfiction and Informational Writing	L.WF.K.1 L.WF.K.2 L.WF.K.3 W.IW.K.2 W.WP.K.4 W.WR.K.5 W.SE.K.6 W.RW.K.7 SL.PE.K.1 SL.ES.K.3 SL.AS.K.6	<p>Introducing nonfiction and informational writing about climate change in Kindergarten involves guiding students to explore and express factual information about our planet in a way that's engaging and understandable. Encourage students to describe and explain what they learn through their own words and drawings, fostering an early appreciation for how nonfiction writing can convey important information. This approach not only builds their knowledge but also develops their ability to communicate facts clearly. The activities below will give you the opportunity to activities and discussion questions to guide you.</p> <ul style="list-style-type: none"> • This Class Can Save The Planet by Stacy Tornio <ul style="list-style-type: none"> ◦ Activity guide will provide you will writing activities, discussion questions, and more ◦ Writing Activity - This activity provides a chance for students to write about how they will make changes to help the planet. There are 3 different worksheets for K-2 (which can also be used to differentiate) • To Change a Planet by Christina Soontornvat <ul style="list-style-type: none"> ◦ Activity guide provides discussion questions and a writing activity • Books about recycling - https://www.plt.org/educator-tips/books-recycling-elementary-students/ <ul style="list-style-type: none"> ◦ Worksheet • Nature Show and Tell lesson click here <ul style="list-style-type: none"> ◦ Students can write 1 fact they learned about - click here for writing paper • Understanding Climate Change lesson- Click here <p>Discussion Topics: These topics were also used in <i>Non-fiction and Informational Reading</i>. Students can write responses, facts or their opinions on the subject.</p>

		<ul style="list-style-type: none">• Weather vs. Climate: Explain the difference in simple terms, like weather is what's happening outside today, while climate is what you usually expect over a long time.• Seasonal Changes: Discuss how different seasons bring different weather and what we can do to protect our environment in each season.• Animals and Plants: Discuss how changes in climate can affect animals and plants. For example, how are polar bears impacted by melting ice?
--	--	---