

Bloomingtondale School District

Bloomingtondale, NJ



ELA Grade K

Grade K English Language Arts Curriculum is aligned to the Grade K NJSL-ELA and Anchor Standards for College and Career Readiness.

**Adopted:
September**

English Language Arts Department

Revised
August 2018

English Language Arts Curriculum

OVERVIEW:

The instructional design of the elementary reading/language arts program is recursive, that is, the same major strategies and skills are taught and reinforced across the grade levels. Skills and strategies are developed through a balanced literacy approach which includes trade books, novels, leveled readers, and supplementary materials across content areas. Students demonstrate their understanding of the language by responding to the text in a variety of ways. The integration of the language arts skills, reading, writing, speaking, viewing and listening are infused throughout the content areas in addition to the ELA periods.

COURSE DESCRIPTION:

Kindergarten students will learn to think, talk, read, write and examine literary and informational texts to determine the central message of stories or main topic using key details and retelling to demonstrate understanding. Students will be able to determine the characteristics and features of different types of genre. Readers will be encouraged to read text more closely and think more deeply in order to identify words and phrases in stories and poems that suggest feelings or appeal to the senses.

UNITS:

Pacing Guide

Unit 1	6 weeks
Unit 2	6 weeks
Unit 3	6 weeks
Unit 4	6 weeks
Unit 5	6 weeks
Unit 6	6 weeks

MATERIALS FOR INSTRUCTION:

- I. Leveled readers
- II. Computer technology
- III. Newspapers/magazines
- IV. Media center/classroom libraries/public library
- V. Novels
- VI. Reader's Notebooks
- VII. Writer's Notebooks
- VIII. Smartboard
- IX. Authentic literature

METHODS OF EVALUATION:

- I. Attitude
- II. Effort
- III. Participation in class work
 - A. Class discussion (including turn and talk)
 - B. Work (group, partner, and individual)
 - C. Reports
 - D. Writing samples
 - E. Journals/portfolios
 - F. Centers
 - G. Peer sharing
- IV. Homework
- V. Test and quizzes
 - A. Unit tests
 - B. Teacher prepared tests
 - C. Supplementary materials
 - D. Standardized and/or norm referenced tests
- VI. On-going informal assessment
 - A. Independent writing
 - B. Reader's and Writer's Notebooks
 - C. Anecdotal records
 - D. Running Records
 - E. Guided Reading
 - F. Student/teacher conferences

UNIT 1
Content Area: Language Arts
Unit Title: Building a Community Reading Bigger and Better
Target Course/Grade Level: Kindergarten
UNIT SUMMARY
<p>The Learner Will Be Able To:</p> <ul style="list-style-type: none"> • The students will know and be able to follow classroom routines and procedures. <p>During this unit, the structure of Readers’/Writers’ Workshop is established. Routines and procedures are learned and a community of readers is developed. Students begin to see, experience and understand how to focus on their reading, care and manage their books, keep books in baskets, and learn to build stamina for reading independently and with a partner. They learn how books are filled with information and stories are read and enjoyed. Students begin to think, talk about and practice what good readers and writers do. They learn to talk to a partner about their books. Students develop as readers and writers as they develop their own reading identity. They will also learn to respond to text through purposeful talk and drawing and/or writing.</p>
<p>21st Century Skills:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p>
LEARNING OBJECTIVES
<p>New Jersey Student Learning Standards for English Language Arts:</p> <p>Unit 1:</p> <p>RL.K.1: With prompting and support, ask and answer questions about key details in a text. RL.K.2: With prompting and support, retell familiar stories, including key details. RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p>

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

RL.K.7: With prompting and support, describe the relationship between the illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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

RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.2: With prompting and support, identify the main topic and retell key details of a text. RI.K.5: Identify the front cover, back cover, and title page of a text.

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

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

RI.K.10: Actively engage in group reading activities with purpose and understanding. RF.K.4: Read emergent-reader texts with purpose and understanding.

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

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

Supporting Standards:

SL.K.1, K.2, K.5, K.6; RF.K.1, K.2a, K.3a, c; W.K.5, K.7, K.8; L.K.1, a, d, K.2c,d, K.4, K.6

- Note: The following standards are addressed in Kindergarten repeatedly throughout the year after they are introduced. They should continue to be a supporting standard for experiences with any given text: RF.K.4, RL.K.3, RL.K.5, RL.K.6, RL.K.10, RI.K.5, RI.K.6, RI.K.10

Content Statements

Students are introduced to storybooks, poems and informational text. Students are prompted to think about key details in a text and encouraged to ask and answer questions while reading. They begin to retell familiar stories and informational text using key details. They begin to identify characters and settings in stories. Students begin to think about the main idea of informational texts.

Students become aware of a book as they begin to explore craft and structure of texts. Students learn about the organization of books and how to follow the words on pages in a book from front to back. They begin to learn about authors and illustrators of texts and the role of each in telling the story or presenting the information. They begin to integrate knowledge and ideas of literature and informational text with prompting and support. Students begin thinking about the importance of the illustrations in stories and texts for understanding.

Unit Enduring Understandings / Unit Learning Targets:

- The students will know and be able to follow classroom routines and procedures.

EVIDENCE OF LEARNING

Formative Assessments:

- Check in during partner talk for understanding of parts of a book.
- Observe during independent reading to check for understanding about building stamina.
- Use student writing during independent practice for understanding of building stamina.

Summative Assessments:

- Fountas and Pinnell running records
- Benchmark Assessment for Guided Reading

UNIT RESOURCES

Text:

- Kitten’s First Full Moon (E)
- I Want My Mom! (R)
- Stand Tall, Molly Lue Melon (E)
- Our Gracie Aunt (E)
- Here Are My Hands (CL)

- Kakadu Jack (R)
- Barnyard Banter (CL)
- To Be a Kid (CL)
- Role Models (CL)
- Kitten (CL)
- The Three Goats (PCT)
- Earthworms (E)
- Community Helpers (PCT)

Other Resources:

- Calkins, Lucy. (2011). A Curriculum Plan for the Reading Workshop.
- Calkins, Lucy and Tolan, K. Building a Reading Life.
- Boushey, Gail and Moser, Joan. (2006). The Daily 5 – *Fostering Literacy Independence in the Elementary Grades*.
- Dorn, Linda and Soffos, C. (2005). Teaching for Deep Comprehension – *An Approach for Reading Workshop*.
- Fountas, Irene and Pinnell, Gay. (2012). Genre Study – *Teaching with Fiction and Nonfiction Books*.
- Goudvis, Anne and Harvey, Stephanie. (2008). The Primary Comprehension Toolkit.
- Harvey, Stephanie and Goudvis, Anne. (2007). *Strategies that Work – Teaching Comprehension for Understanding and Engagement*
- Hoyt, Linda. (2000). *Snapshots – Literacy Minilessons Up Close*.
- Miller, Debbie. (2002). Reading with Meaning.
- Nichols, Maria. (2006). Comprehension Through Conversation.
- Orehovec, Barbara and Alley, Marybeth. (2003). Revisiting the Reading Workshop – *Management, Mini-Lessons, and Strategies*.
- Pinnell, Gay Su and Fountas, Irene C. (2009). *When Readers Struggle – Teaching That Works*.
- Taberski, S. (2000). On Solid Ground – *Strategies for Teaching Reading K-3*.
- McGregor, T. (2007). Comprehension Connections.
- Teachers, for Teachers (2012). Common Core Curriculum Maps, English Language Arts.

Technology Resources & Standards:

- <http://readworks.org/lessons>
- <http://www.achievethecore.org>
- Starfall.com
- ABCya.com

INSTRUCTIONAL METHODOLOGIES

Suggested Activities:

- Workshop Introduction and Procedures (*Grade K, Weeks 1 – 6, Building a Community*)
- Establishing the Gathering Place
- Building Stamina
- Read Aloud Time
- Thinking and Talking about Reading (Purposeful Talk)
- Turn and Talks
- What Do We Notice Good Readers Do?
- 3 Ways to Read a Book
- Activating Prior Knowledge (Schema)
- Making Connections
- Thinking About Our Thinking While Reading
- Effective Listening and Speaking
- Appropriate Voices During Workshop
- The Classroom Library (Organization and Care)
- Seeking Help During Workshop
- Choosing Just-Right (or Good-Fit) Books
- Choosing a Place to Read
- Independent Reading
- Establishing Partnerships for Sharing/Reading
- Reading with a Partner (*Grade K, Weeks 1 – 6*)
- Establishing a Reader's/Writer's Notebook or on Paper
- Responding to a Text

Interdisciplinary Connections:

- (SC) Weather/Seasons
- (SC) Animals
- (SC) Life Cycles
- (SC) Push/Pull (Math)
- (SS) Communities

UNIT 2
Content Area: Language Arts
Unit Title: Growing and Changing
Target Course/Grade Level: Kindergarten
UNIT SUMMARY
<p>Overview of Unit:</p> <p>During this unit, the structure of the Readers’/Writers’ Workshop continues to develop. Routines and procedures carry on for discussion and daily practice. A community of readers begins to emerge! Students see, experience, and understand how to focus on their reading, care and manage their books, maintain books in organized classroom baskets, and continue to build stamina for reading independently and with a partner. They learn to make “just right” book choices weekly for their own independent reading time.</p>
<p>21st Century Skills:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p>

LEARNING OBJECTIVES

New Jersey Student Learning Standards for English Language Arts:

Unit 2:

RL.K.1: With prompting and support, ask and answer questions about key details in a text. RL.K.2: With prompting and support, retell familiar stories, including key details.

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

RL.K.4: Ask and answer questions about unknown words in a text.

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

RL.K.7: With prompting and support, describe the relationship between the illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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

RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

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

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

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

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

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

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

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

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

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

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

Supporting Standards:

RL.K.6; RI.K.5, K.6; RF.K.1, K.2a, K.3a,c; W.K.5, K.7, K.8; L.K.1,a,d,e, K.2c,d, K.4, K.6; SL.K.1, K.2, K.3, K.5, K.6

Unit Essential Questions:

- What are details?
- Why are details important when we read?

Unit Enduring Understandings / Unit Learning Targets:

The students will know and be able to:

- Employ strategies to help them understand text.
- Develop, select, and apply strategies to enhance their comprehension skills.
- Identify the main characters, settings, and important events in a story.

EVIDENCE OF LEARNING

Formative Assessments:

- Check in during partner talk for understanding of parts of a book.
- Observe during independent reading to check for understanding about building stamina.
- Use student writing during independent practice for understanding of building stamina.

Summative Assessments:

- Fountas and Pinnell running records
- Benchmark Assessment for Guided Reading

UNIT RESOURCES

Text:

- Kaduko Jack
- Kitten’s First Full Moon
- Stand Tall, Molly Lou Melon
- Here Are My Hands

Other Resources:

- Calkins, Lucy. (2011). A Curriculum Plan for the Reading Workshop.
- Calkins, Lucy and Tolan, K. Building a Reading Life.
- Boushey, Gail and Moser, Joan. (2006). *The Daily 5 – Fostering Literacy Independence in the Elementary Grades.*
- Dorn, Linda and Soffos, C. (2005). *Teaching for Deep Comprehension – An Approach for Reading Workshop.*
- Fountas, Irene and Pinnell, Gay. (2012). *Genre Study – Teaching with Fiction and Nonfiction Books.*
- Goudvis, Anne and Harvey, Stephanie. (2008). *The Primary Comprehension Toolkit.*
- Harvey, Stephanie and Goudvis, Anne. (2007). *Strategies that Work – Teaching Comprehension for Understanding and Engagement.*
- Hoyt, Linda. (2000). *Snapshots – Literacy Minilessons Up Close.*
- Miller, Debbie. (2002). *Reading with Meaning.*
- Nichols, Maria. (2006). *Comprehension Through Conversation.*

- Orehovec, Barbara and Alley, Marybeth. (2003). *Revisiting the Reading Workshop – Management, Mini-Lessons, and Strategies*.
- Pinnell, Gay Su and Fountas, Irene C. (2009). *When Readers Struggle – Teaching That Works*.
- Taberski, S. (2000). *On Solid Ground – Strategies for Teaching Reading K-3*.
- McGregor, T. (2007). *Comprehension Connections*.
- Teachers, for Teachers (2012). *Common Core Curriculum Maps, English Language Arts*.

Technology Resources & Standards:

- <http://readworks.org/lessons>
- <http://www.achievethecore.org>
- Starfall.com
- ABCya.com

INSTRUCTIONAL METHODOLOGIES

Suggested Activities:

- Workshop Introduction and Procedures (*Grade K, Weeks 7-12, Growing and Changing*)
- Establishing the Gathering Place
- Building Stamina
- Read Aloud Time
- Thinking and Talking about Reading (Purposeful Talk)
- Turn and Talks
- What Do We Notice Good Readers Do?
- 3 Ways to Read a Book
- Activating Prior Knowledge (Schema)
- Making Connections
- Thinking About Our Thinking While Reading
- Effective Listening and Speaking
- Appropriate Voices During Workshop
- The Classroom Library (Organization and Care)
- Seeking Help During Workshop
- Choosing Just-Right (or Good-Fit) Books
- Choosing a Place to Read
- Independent Reading
- Establishing Partnerships for Sharing/Reading
- Reading with a Partner (*Grade K, Weeks 7-12*)
- Establishing a Reader's/Writer's Notebook or on Paper
- Responding to a Text

Interdisciplinary Connections:

- (SC)Weather/Seasons
- (SC)Animals
- (SC)Life Cycles
- (SC)Push/Pull (Math)
- (SS) Communities

UNIT 3
Content Area: Language Arts
Unit Title: Exploring Characters
Target Course/Grade Level: Kindergarten
UNIT SUMMARY
<p>The Learner Will Be Able To: During this unit, students read, think, talk, and write about literary and informational texts. They continue to encounter and read a variety of stories, poems, and informational texts. Readers are prompted and encouraged to become aware of the inclusion of unknown words in literary and informational text. Exploring craft and structure of texts continues to guide their learning and understanding by asking and answering questions about these unfamiliar words. Reading independence is strengthened by learning about different ways to enhance their understanding of these words.</p>
<p>21st Century Skills: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management</p>
LEARNING OBJECTIVES
<p>New Jersey Student Learning Standards for English Language Arts: Unit 3:</p> <p>RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. RL.K.1: With prompting and support, ask and answer questions about key details in a text. RL.K.3: With prompting and support, identify characters, settings, and major events in a story. RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. W. K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Supporting Standards: SL.K.1, SL.K.2, RF.K.1, RL.K.5, RL.K.6, RL.K.7, RI.K.3, RI.K.5, RI.K.6, L.K.2.</p> <p>Note: The following standards will be addressed in Kindergarten repeatedly throughout the year after they are introduced. They should continue to be a supporting standard (if not the focus standard for Word Study or Writing Workshop) for experiences with any given text: RF.K.1, RL.K.5, RL.K.6, RL.K.10, RI.K.5, RI.K.6, RI.K.10, W.K.2, and L.K.4.a.</p>

Unit Essential Questions:

- Why is it important to understand what we read?

Unit Enduring Understandings / Unit Learning Targets:

The students will know and be able to:

- Ask questions and contribute to class discussions.
- To explore issues, debate/ ask questions issues, convey opinions, and clarify ideas.
- Build connections from text to self and relate to characters in stories.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EVIDENCE OF LEARNING

Formative Assessments:

- Check in during partner talk for understanding of parts of a book.
- Observe during independent reading to check for understanding about building stamina
- Use student writing during independent practice for understanding of building stamina.
- Benchmark Assessment for Guided Reading

Summative Assessments:

- Fountas and Pinnell running records

Unit Resources

Text:

- The Napping House
- The Mitten
- Kadadu Jack (R)
- The Snowy Day (E)
- All About Us (R)
- The Three Little Pigs (CL) - 1st
- Read Aloud Rhymes for the Very Young (E)
- The Random House Book of Poetry for Children (E)
- Whose Baby? (R)
- The Beetle Alphabet Book (E)
- Toot and Puddles, Puddles's ABC's (E)
- I Can Do It! (CL) - 1st
- What Is It Made Of? (CL) - 1st

Other Resources:

- Calkins, Lucy. (2011). A Curriculum Plan for the Reading Workshop.
- Calkins, Lucy and Tolan, K. Building a Reading Life.
- Boushey, Gail and Moser, Joan. (2006). *The Daily 5 – Fostering Literacy Independence in the Elementary Grades.*
- Dorn, Linda and Soffos, C. (2005). *Teaching for Deep Comprehension – An Approach for Reading Workshop.*
- Fountas, Irene and Pinnell, Gay. (2012). *Genre Study – Teaching with Fiction and Nonfiction Books.*
- Goudvis, Anne and Harvey, Stephanie. (2008). *The Primary Comprehension Toolkit.*
- Harvey, Stephanie and Goudvis, Anne. (2007). *Strategies that Work – Teaching Comprehension for Understanding and Engagement.*
- Hoyt, Linda. (2000). *Snapshots – Literacy Minilessons Up Close.*
- Miller, Debbie. (2002). *Reading with Meaning.*
- Nichols, Maria. (2006). *Comprehension Through Conversation.*
- Orehovec, Barbara and Alley, Marybeth. (2003). *Revisiting the Reading Workshop – Management, Mini-Lessons, and Strategies.*
- Pinnell, Gay Su and Fountas, Irene C. (2009). *When Readers Struggle – Teaching That Works.*
- Taberski, S. (2000). *On Solid Ground – Strategies for Teaching Reading K-3.*
- McGregor, T. (2007). *Comprehension Connections.*
- Teachers, for Teachers (2012). *Common Core Curriculum Maps, English Language Arts.*

Technology Resources & Standards:

- <http://readworks.org/lessons>
- <http://www.achievethecore.org>
- Starfall.com
- ABCya.com

INSTRUCTIONAL METHODOLOGIES

Suggested Activities:

- Workshop Procedures (*Grade K, Weeks 19-24, Exploring Characters*)
- Establishing the Gathering Place
- Building Stamina
- Read Aloud Time
- Thinking and Talking about Reading (Purposeful Talk)
- Turn and Talks
- What Do We Notice Good Readers Do?
- 3 Ways to Read a Book
- Activating Prior Knowledge (Schema)
- Making Connections
- Thinking About Our Thinking While Reading
- Effective Listening and Speaking
- Appropriate Voices During Workshop
- The Classroom Library (Organization and Care)
- Seeking Help During Workshop
- Choosing Just-Right (or Good-Fit) Books
- Choosing a Place to Read
- Independent Reading
- Establishing Partnerships for Sharing/Reading
- Reading with a Partner (*Grade K, Weeks 19-24*)
- Establishing a Reader's/Writer's Notebook or on Paper
- Responding to a Text

UNIT 4
Content Area: Language Arts
Unit Title: The World Around Us
Target Course/Grade Level: Kindergarten

UNIT SUMMARY
<p>The Learner Will Be Able To:</p> <p>During this unit, students read, think, talk and write about literary and informational texts. They continue to encounter and read a variety of stories, poems, and informational texts. Readers are prompted and encouraged to become aware of the inclusion of unknown words in literary and informational text. Exploring craft and structure of texts continues to guide their learning and understanding by asking and answering questions about these unfamiliar words. Reading independence is strengthened by learning about different ways to enhance their understanding of these words. Readers continue to integrate knowledge and ideas of literature with prompting and support. They begin thinking about the adventures and experiences of characters in the stories they are reading. Readers see literature through new lens by comparing and contrasting the adventures and experiences of the characters. Questions are asked and answered about the reasons given to support the author’s points while reading informational text. Readers continue to reread story books and poems to develop fluency. Readers continue to be exposed to a range of reading and variety of text complexity levels through active engagement of group reading activities with purpose and understanding.</p>
<p>21st Century Skills:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p>

LEARNING OBJECTIVES

New Jersey Student Learning Standards for English Language Arts

Unit 4:

RL.K.4: Ask and answer questions about unknown words in a text.

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

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

RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

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

c. Blend and segment onsets and rimes of single syllable words.

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

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

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

Supporting Standards:

SL.K.1, K.2, K.3, K.4, K.5, K.6; RF.K.1, K.2, K.3; RL.K.1, K.2, K.3; RI.K.1, K.2, K.3; K.8; L.K.1, K.2, K.4, K.6

Unit Essential Questions:

- Why is it important to understand what you are reading?

Unit Enduring Understandings / Unit Learning Targets:

Enduring Understanding (s):

- The students will know and be able to
- Blend sounds to form words.
- Self-reflect and give feedback about stories.
- Read with feeling and at a good pace.

EVIDENCE OF LEARNING

Formative Assessments:

- Check in during partner talk for understanding of parts of a book.
- Observe during independent reading to check for understanding about building stamina.
- Use student writing during independent practice for understanding of building stamina.

Summative Assessments:

- Fountas and Pinnell running records
- Benchmark Assessment for Guided Reading

UNIT RESOURCES

Text:

- Mr. Popper's Penguins (E)
- Little Bunny on the Move (CL)
- Frog and Toad Together (E)
- Amazing Grace (E)
- Little Bear (E)
- The Snowy Day (E)
- Where Is Bear? (CL)
- Lon Po Po (E)
- Kitten's First Full Moon (E)
- I Looked Through My Window (R)
- Up North at the Cabin (E - 2nd/3rd)
- Don't Fidget a Feather! (CL - 1st)
- Read -Aloud Rhymes "Way Down South" (E)
- The Random House Book of Poetry, "Did You Ever Go Fishing?" and "Could It Have Been a Shadow?"
- The Relatives Came
- Fireflies (E - 2nd/3rd)
- Crysanthemum
- Oliver Button is a Sissy
- See How They Grow, Penguin (CL)
- "A Pack of Penguins" (TT)

- Busy Bunnies (CL)
- Frogs (CL)
- Helen Keller (CL)
- What Do You Do With a Tail Like This? (E)
- Time for Kids, “Amazing Helen Keller” (PCT)
- Wheels, Wings, and Other Things (R)
- Ruby Bridges (E)
- Amelia Earhart (CL)
- Living in Urban Communities (E)
- What’s the Weather? (CL)
- This Train (CL)
- The Beetle Alphabet Book (E)
- Planes (CL)
- This Plane (CL)
- “Transportation” (TT)
- “Air Travel” (TT)
- My First Book of Sign Language (CL)
- “My Friend Emily” (TT)
- Whose Baby? (R)
- Animal Babies (CL)

Other Resources:

- Calkins, Lucy. (2011). A Curriculum Plan for the Reading Workshop.
- Calkins, Lucy and Tolan, K. Building a Reading Life.
- Dorn, Linda and Soffos, C. (2005). Teaching for Deep Comprehension – An Approach for Reading Workshop.
- Goudvis, Anne and Harvey, Stephanie. (2008). The Primary Comprehension Tool.
- Miller, Debbie. (2002). Reading with Meaning.
- Pinnell, Gay Su and Fountas, Irene C. (2009). When Readers Struggle – Teaching That Works.
- Taberski, S. (2000). On Solid Ground Strategies for Teaching Reading K-3.

- Teachers, for Teachers (2012). Common Core Curriculum Maps, English Language Arts.

Technology Resources & Standards:

- <http://readworks.org/lessons>
- <http://www.achievethecore.org>
- Starfall.com
- ABCya.com

INSTRUCTIONAL METHODOLOGIES

Suggested Activities:

- Workshop Introduction and Procedures (*Grade K, Weeks 19-24, The World Around Us*)
- Establishing the Gathering Place
- Building Stamina
- Read Aloud Time
- Thinking and Talking about Reading (Purposeful Talk)
- Turn and Talks
- What Do We Notice Good Readers Do?
- 3 Ways to Read a Book
- Activating Prior Knowledge (Schema)
- Making Connections
- Thinking About Our Thinking While Reading
- Effective Listening and Speaking
- Appropriate Voices During Workshop
- The Classroom Library (Organization and Care)
- Seeking Help During Workshop
- Choosing Just-Right (or Good-Fit) Books
- Choosing a Place to Read
- Independent Reading
- Establishing Partnerships for Sharing/Reading
- Reading with a Partner (*Grade K, Weeks 19-24*)
- Establishing a Reader's/Writer's Notebook or on Paper
- Responding to a Text

Interdisciplinary Connections:

- (SC)Weather/Seasons
- (SC)Animals
- (SC)Life Cycles
- (SC)Push/Pull (Math)
- (SS) Communities

UNIT 5/6
Content Area: Language Arts
Unit Title: Author Study
Target Course/Grade Level: Kindergarten
UNIT SUMMARY
<p>The Learner Will Be Able To:</p> <p>During this unit, students will read, think, talk and write to differentiate first between make-believe and real, and then between literary and informational text. They will begin to explore the craft and structure of texts to guide their learning and understanding of text types and genre. Readers will learn to recognize common text types and/or genres by highlighting elements and features in a variety of books that tell a story, poems and books that give information. Readers will learn to read purposefully with focus on the meaning and understanding of the text. They will discover how conversations about informational books are different than conversations about literary texts. They will become aware of how a reader’s voice sounds differently when reading literary than when reading informational texts. Opportunities will be provided for rereading story books to help develop fluency and reading aloud.</p> <p>Readers will be prompted to integrate knowledge and ideas in a text. They will begin to think about the relationship between illustrations and text. Readers will encounter a variety of informational texts. They will learn to compare and contrast two informational texts on the same topic. While reading, they will think about and consider new content and vocabulary. Readers will begin to apply their learning from informational texts by creating learning webs.</p> <p>Students should know the real purpose for reading informational text is to grow smarter about our world. When a reader wants to know more about a topic they set out to find several texts on that topic. Good readers will find ways texts on the same topic are similar and different while reading. Beginning experiences prompt readers to think of minimal similarities and differences. Over time, experiences will develop readers to manage thinking of multiple similarities and differences.</p>
<p>21st Century Skills:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p>

LEARNING OBJECTIVES

**New Jersey Student Learning:
Unit 5:**

- RL.K.5: Recognize common types of texts (e.g., storybooks, poems).
- RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Supporting Standards:

SL.K.1-SL.K.6, RF.K.1-RF.K.4, RL.K.1-RL.K.3, RL.K.10, RI.K.1-RI.K.3, RI.K.10, W.K.8, L.K.1, L.K.2 and L.K.6
 Note: The following standards will be addressed in Kindergarten repeatedly throughout the year after they are introduced. They should continue to be a supporting standard for experiences with any given text:
 RL.K.6, RI.K.5, RI.K.6

Unit 6:

- RL.K.4: Ask and answer questions about unknown words in a text.
- RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Supporting Standards:

SL.K.1-SL.K.6, RF.K.1-RF.K.3, RL.K.1-RL.K.3, RI.K.1-RI.K.3, W.K.1, W.K.8, L.K.1, L.K.2, L.K.4, and L.K.6
 Note: The following standards are addressed in Kindergarten repeatedly throughout the

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year after they are introduced. They should continue to be a supporting standard for experiences with any given text: RF.K.4, RL.K.6, RL.K.10, RI.K.5, RI.K.6, RI.K.10

Unit Essential Questions:

- Why is it important to understand the author's point of view?

Unit Enduring Understandings / Unit Learning Targets:

- The students will know and be able to
- Gather information learned from texts.
- Have a conversation with others about a specific topic.
- Listen to others talk.

EVIDENCE OF LEARNING

Formative Assessments:

- Check in during partner talk for understanding of the parts of a book
- Observe during independent reading to check for understanding about building stamina.
- Use student writing during independent practice for understanding of building stamina.

Summative Assessments:

- Benchmark Assessment for Guided Reading
- Fountas and Pinnell running records

UNIT RESOURCES

Text:

- Mr. Popper's Penguins (E)
- Little Bunny on the Move (CL)
- Frog and Toad Together (E)

- Amazing Grace (E)
- Little Bear (E)
- The Snowy Day (E)
- Where Is Bear? (CL)
- Lon Po Po (E)
- Kitten's First Full Moon (E)

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- I Looked Through My Window (R)
- Up North at the Cabin (E – 2nd/3rd)
- Don't Fidget a Feather! (CL – 1st)
- Read –Aloud Rhymes “Way Down South” (E)
- See How They Grow, Penguin (CL)
- “A Pack of Penguins” (TT)
- Busy Bunnies (CL)
- Frogs (CL)
- Helen Keller (CL)
- What Do You Do With a Tail Like This? (E)
- Time for Kids, “Amazing Helen Keller” (PCT)
- Wheels, Wings, and Other Things (R)
- Ruby Bridges (E)
- Amelia Earhart (CL)
- Living in Urban Communities (E)
- What's the Weather? (CL)
- This Train (CL)
- The Random House Book of Poetry, “Did You Ever Go Fishing?” and “Could It Have Been a Shadow?”
- The Relatives Came
- Fireflies (E – 2nd/3rd)
- Crysanthemum
- Oliver Button is a Sissy
- Planes (CL)
- This Plane (CL)
- “Transportation” (TT)
- “Air Travel” (TT)
- My First Book of Sign Language (CL)
- “My Friend Emily” (TT)
- Whose Baby? (R)
- Animal Babies (CL)

Other Resources:

- Calkins, Lucy. (2011). A Curriculum Plan for the Reading Workshop.
- Calkins, Lucy and Tolan, K. Building a Reading Life.
- Dorn, Linda and Soffos, C. (2005). Teaching for Deep Comprehension – An Approach for Reading Workshop.
- Goudvis, Anne and Harvey, Stephanie. (2008). The Primary Comprehension Tool. Miller, Debbie. (2002). Reading with Meaning.
- Taberski, S. (2000). On Solid Ground Strategies for Teaching Reading K-3.
- Teachers, for Teachers (2012). Common Core Curriculum Maps, English Language Arts.

Technology Resources & Standards:

- <http://www.jmeacham.com>
- <http://readworks.org/lessons>
- <http://www.achievethecore.org>

INSTRUCTIONAL METHODOLOGIES

Suggested Activities:

- Workshop Introduction and Procedures (*Grade K, Weeks 25-36, Author Study*)
- Establishing the Gathering Place
- Building Stamina
- Read Aloud Time
- Thinking and Talking about Reading (Purposeful Talk)
- Turn and Talks
- What Do We Notice Good Readers Do?
- 3 Ways to Read a Book
- Activating Prior Knowledge (Schema)
- Making Connections
- Thinking About Our Thinking While Reading
- Effective Listening and Speaking
- Appropriate Voices During Workshop
- The Classroom Library (Organization and Care)
- Seeking Help During Workshop
- Choosing Just-Right (or Good-Fit) Books
- Choosing a Place to Read
- Independent Reading
- Establishing Partnerships for Sharing/Reading
- Reading with a Partner (*Grade K, Weeks 25-36*)
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