

# SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



*Committed to Excellence*

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| <b>Course Name: Reading</b>            | <b>Grade Level(s): Kindergarten</b> |
| <b>BOE Adoption Date: October 2017</b> | <b>Revised Date (s):</b>            |

## **ABSTRACT**

In Kindergarten, students begin to establish their identities as readers as they are learning the foundational skills necessary for reading. Kindergarteners begin the year practicing many reading behaviors, rituals and routines of the classroom. Students are participating in interactive read alouds, shared reading and mini-lessons which help establish the fundamental expectations for reading workshop- active listening, thinking and collaboration. Through these lesson kindergartners will begin to develop focused thinking and discussions around books that they are reading and sharing. As the year progress, kindergarteners begin to learn about the different genres of texts. Students will study fiction, nonfiction, content literacy and poetry units which focuses on understanding story structure and forms of writing to help students deepen their understanding of the texts they are reading while at the same time students are learning the foundational skills necessary to reading- concepts of print, decoding words, understanding vocabulary and reading fluently.

## TABLE OF CONTENTS

|  |                     |
|--|---------------------|
| <b>Mission Statement</b>   | <b>Page 3</b>       |
| <b>Curriculum and Instruction Goals</b>  | <b>Page 3</b>       |
| <b>Philosophy of Shared Curriculum Service with South Harrison Township Elementary</b> | <b>Page 3</b>       |
| <b>How to Read this Document</b>   | <b>Page 4</b>       |
| <b>Terms to Know</b>   | <b>Pages 4 - 6</b>  |
| <b>Pacing Guide</b>  | <b>Pages 7 – 20</b> |
| <b>Curriculum Units</b>  | <b>Page 21 - 60</b> |

### **Mission Statement**

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

### **Curriculum and Instruction Goals**

#### **Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

### **Philosophy of the Shared Curriculum Service with Kingsway Regional School District**

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based

assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

### How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

### Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. <http://www.udlcenter.org/aboutudl>
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. <http://www.ascd.org>

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. <http://www.ascd.org>
5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. <http://www.marzanocenter.com>
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit. <http://www.marzanocenter.com>
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. <http://www.marzanoresearch.com>
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. <http://www.state.nj.us/education/modelcurriculum/>
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the **New Jersey Student Learning Standards (NJ SLS)** and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation. <http://www.state.nj.us/education/modelcurriculum/>

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. <http://www.state.nj.us/njded/cccs/>
- **State: New Jersey Student Learning Standards (NJ SLS)** include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
  - **New Jersey Student Learning Standards (NJ SLS):** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations.
15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
16. **21<sup>st</sup> Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. <http://www.p21.org/our-work/p21-framework>

**Proficiencies and Pacing:**

**Course Name:** Kindergarten Reading

| Unit Title                   | Duration/Month(s)  | Related Standards<br>NJSLS:  | Learning Goals   | Topics and Skills: Student Learning<br>Objectives   |
|------------------------------|--|--|--|---|
| Unit 1:<br>Launching<br>Unit | September to October<br>(September 7- October 20)<br><br>6 weeks | <b>RL.K.1, RL.K.2, RL.K.3, RL.K.4,<br/>RL.K.5, RL.K.6, RL.K.7, RL.K.10</b> | <b>Interactive Read Aloud (2 weeks)</b> <ul style="list-style-type: none"> <li>Students will understand the reading behaviors, rituals and routines of the classroom. (6 weeks)</li> <li>Students will understand the expectations of reading workshop. (6 weeks)</li> <li>Students will be able to think about to think about texts and participate in meaningful conversations connected to the books they are sharing. (6 weeks)</li> <li>Students will be able to recognize common types of texts.</li> <li>Students will be able to actively engage in group reading activities with purpose and understanding.</li> <li>Students will be able to demonstrate understanding of the organization and basic features of print.</li> </ul><br><b>Shared Reading (2 weeks)</b> <ul style="list-style-type: none"> <li>Students will be able to demonstrate understanding of spoken words, syllables, and sounds.</li> </ul> | <b>Interactive Read Aloud</b> <ul style="list-style-type: none"> <li>Students will understand what it means to be part of a community that values listening, sharing, learning, and reading.</li> <li>Students will understand the routines, structure and expectations for reading workshop.</li> <li>Students will begin to understand themselves as readers.</li> <li>Students will be able to listen and learn about the different genres available to them as developing readers.</li> <li>Students will understand how books are read, how pictures tell a story, and how combinations of letters form words.</li> <li>Students will be able to participate in collaborative discussion about texts.</li> </ul><br><b>Shared Reading</b> <ul style="list-style-type: none"> <li>Students will be able to identify the difference between letters and words as well as count the number of letters in a word and count the number of words in a line.</li> </ul> |
|                              |  | RI.K.1, RI.K.5, RI.K.10  |  |   |
|                              |  | <b>SL.K.1, SL.K.2, SL.K.3, SL.K.4,<br/>SL.K.5, SL.K.6</b>                  |  |   |
|                              |  | <b>L.K.1, L.K.2, L.K.4, L.K.5, L.K.6</b>                                   |  |   |
|                              |  | RF.K.1, RF.K.2, <b>RF.K.4</b>  |  |   |
|                              |  | W.K.8  |  |   |

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|  |  |  | <ul style="list-style-type: none"> <li>Students will be able to apply phonics and word analysis skills in decoding and encoding words.</li> </ul> <p><b>Mini-Lessons (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Students will be able to ask and answer questions about key details in a text.</li> <li>Students will be able to identify characters, settings and major events in a story.</li> <li>Students will be able to retell familiar stories, include key details with support (e.g., who, what, where, when, why, how).</li> <li>Students will be able to describe the relationship between illustrations and the story in which they appear with support.</li> </ul> | <ul style="list-style-type: none"> <li>Students will understand that words move from left to right, from top to bottom and page by page.</li> <li>Students will be able to use pictures to help them read word and make meaning of a text.</li> <li>Students will be able to identify high-frequency words so they can read them with automaticity.</li> <li>Students will be able to identify commas, periods, and exclamation points and understand their purposes.</li> <li>Students will be able to use the beat and rhyme in a text to understand the meaning of the text.</li> </ul> <p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Students will be able to self-select appropriate texts.</li> <li>Students will be able to care for books they read and understand where to store and return books in the classroom library.</li> <li>Students will understand that they are a member of a respectful community and need to understand and value the procedures that are used during reading workshop.</li> <li>Students will be able to use images to visualize and engage</li> </ul> |
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|  |  |  |  | <p>with a text in order to make it more memorable.</p> <ul style="list-style-type: none"> <li>Students will be able to follow the content of a book across the pages and think about what's happening and how it connects with what they have read so far.</li> <li>Students will be able to recommend books to their partners by retelling the main events and describing interesting parts they have read and enjoyed.</li> </ul> |
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| Unit Title                           | Duration/Month(s)  | Related Standards<br>NJSLs:  | Learning Goals  | Topics and Skills: Student Learning Objectives   |
|--------------------------------------|--|--|---|--|
| Unit 2:<br>Fiction<br>Genre<br>Study | October through January<br>(October 23-January 5)<br><br>8 weeks | <b>RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10</b> | 8 weeks<br><b>Interactive Read Aloud (4 weeks)</b> <ul style="list-style-type: none"> <li>Students will be able to identify the different types of fiction.</li> <li>Students will understand the various forms, features, and purposes of fiction.</li> <li>Students will understand the narrative structure, story elements and themes associated with the different</li> </ul> | <b>Interactive Read Aloud:</b> <ul style="list-style-type: none"> <li>Students will be able to explain differences between fiction books that are realistic versus fantastical.</li> <li>Students will be able to recall and retell a traditional tale using a narrative structure and story elements.</li> <li>Students will understand that readers reread by studying the illustrations closely and thinking</li> </ul> |
|                                      |  | ---  |   |  |
|                                      |  | <b>SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6</b>                          |   |  |
|                                      |  | <b>L.K.6</b>   |   |  |
|                                      |  | <b>RF.K.1, RF.K.2, RF.K.4</b>  |   |  |
|                                      |  | <b>W.K.1, W.K.3</b>  |   |  |

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|  |  |  | <p>types of fiction.</p> <ul style="list-style-type: none"> <li>Students will be able to apply specific reading skills and strategies that will enable them to visualize, infer characters' feelings and traits, identify author's message and engage with the text they read.</li> </ul> <p><b>Mini-Lesson (4 weeks)</b></p> <ul style="list-style-type: none"> <li>Students will be able to apply specific reading skills and strategies that will enable them to visualize, infer characters' feelings and traits, identify author's message and engage with the text they read.</li> <li>Students will be able to demonstrate understanding of the organization and basic features of print.</li> <li>Students will be able to demonstrate understanding of spoken words, syllables, and sounds.</li> <li>Students will be able to apply phonics and word analysis skills in decoding and encoding words.</li> <li>Students will be able to ask and answer questions about key details in a text.</li> </ul> | <p>about what is happening to better understand the story.</p> <ul style="list-style-type: none"> <li>Students will be able to listen for and identify the antagonist as well as the conflict and solution in that text.</li> <li>Students will be able to identify and discuss how the characteristics are similar and different.</li> <li>Students will be able to infer characters' traits and feelings using personal schema and textual evidence.</li> <li>Students will be able to think about how characters face and solve problems and then identify the theme or lesson learned at the end of the story.</li> <li>Students will be able to describe key details in the illustrations and tell a realistic story from beginning to end.</li> </ul> <p><b>Mini-Lesson:</b></p> <ul style="list-style-type: none"> <li>Students will be able to use personal schema and textual evidence to make predictions and connections.</li> <li>Students will be able to use their knowledge of language structure to anticipate events in a text.</li> <li>Students will be able to make personal connections to help them identify with the text,</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"> <li>• Students will be able to identify characters, settings and major events in a story.</li> <li>• Students will be able to actively engage in group reading activities with purpose and understanding.</li> </ul> | <p>remember important information, and enhance understanding.</p> <ul style="list-style-type: none"> <li>• Students will be able to ask questions to help clarify thinking and deepen understanding.</li> <li>• Students will be able to read expressively using the story's mood, end punctuation and other text signals.</li> <li>• Students will be able to infer and talk about character traits by using textual evidence.</li> <li>• Students will be able to infer a character's thoughts and dialogue by studying the illustrations and making connections to their own lives.</li> <li>• Students will be able to identify the key points in a fictional text so they can remember the important details in a story.</li> <li>• Students will be able to retell stories to help them become more effective readers and communicators.</li> <li>• Students will use reader theatre and writing to celebrate their favorite books.</li> </ul> |
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| Unit Title                              | Duration/Month(s)   | Related Standards<br>NJSLS:                                    | Learning Goals  | Topics and Skills: Student Learning<br>Objectives   |
|---|---|--|---|---|
| Unit 3:<br>Nonfiction<br>Genre<br>Study | January through March<br>(January 8-March 7)<br><br>8 weeks | ---  | <b>Interactive Read Aloud (4 weeks)</b> <ul style="list-style-type: none"> <li>Students will understand the various forms, features, and purposes of nonfiction.</li> <li>Students will understand the structure, layout and text features associated with each type of nonfiction writing.</li> <li>Students will be able to identify the front cover, back cover, and title page of a book.</li> <li>Students will be able to ask and answer questions about key details in a text.</li> <li>Students will be able to identify the main topic and retell key details in a text</li> </ul><br><b>Mini-Lesson: (4 weeks)</b> <ul style="list-style-type: none"> <li>Students will be able to ask and answer questions about key details in a text.</li> <li>Students will be able to identify the main topic and retell key details in a text</li> <li>Students will be able to describe the relationship between illustrations and the text in which they appear.</li> <li>Students will be able to</li> </ul> | <b>Interactive Read Aloud:</b> <ul style="list-style-type: none"> <li>Students will be able to understand the structures and features of nonfiction texts.</li> <li>Students will be able to use what they think they know along with titles, photos, and content to help them confirm their understandings, clear up misconceptions, and learn new information.</li> <li>Students will be able to use graphic sources and text features to help them understand and locate important information about a topic.</li> <li>Students will be able to use details in photos to support the information presented in the text.</li> <li>Students will understand that biographies share a story about a person that includes important information and events in a person's life.</li> <li>Students will be able to ask questions to help clarify thinking and deepen understanding.</li> </ul> |
|   |   | <b>RI.K.1, RI.K.2, RI.K.4, RI.K.5, RI.K.7, RI.K.8, RI.K.10</b> |   |   |
|   |   | <b>SL.K.1, SL.K.2, SL.K.3, SL.K.6</b>                          |   |   |
|   |   | <b>L.K.1, L.K.2, L.K.4, L.K.6</b>                              |   |   |
|   |   | <b>RF.K.4</b>  |   |   |
|   |   | W.K.2, W.K.8   |   |   |

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|  |  |  | <p>actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> <li>Students will be able to read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</li> </ul> | <ul style="list-style-type: none"> <li>Students will be able to use fix-up strategies when coming upon unfamiliar words.</li> <li>Students will be able to identify and share key details of a text when they have determined the main topic.</li> </ul> <p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Students will be able to preview a book in order to help them recall what they already know and make predictions about what they will read and learn.</li> <li>Students will understand that using their background knowledge helps them make connections with the information they read in their nonfiction texts.</li> <li>Students will be able to use their background knowledge and five senses, along with illustration and words from their books, to help them visualize as they read.</li> <li>Students will be able to activate their background knowledge in order to confirm the facts they already know and then identify and share the facts that are new.</li> <li>Students will be able to revise their thinking about the topics they read about in order to enhance their schema and clear</li> </ul> |
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|  |  |  |  | <p>up any confusion or misconceptions.</p> <ul style="list-style-type: none"><li>• Students will be able to figure out the meaning of content-specific vocabulary by using context clues.</li><li>• Students will be able to use their background knowledge and five senses, along with illustration and words from their books, to help them visualize as they read.</li><li>• Students will understand how maps, references, and additional resources help guide readers as they continue to learn about a topic.</li><li>• Students will understand the different ways nonfiction writers provide fun facts and how these facts help them better understand the topics they read about it.</li><li>• Students will understand that nonfiction writers combine elements of a story with important facts in order to convey information about their topics.</li></ul> |
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| Unit Title                             | Duration/Month(s)                                    | Related Standards<br>NJSLS:                    | Learning Goals   | Topics and Skills: Student Learning Objectives  |
|--|--|--|--|---|
| Unit 4:<br>Weather<br>All Around<br>Us | March through May<br>(March 8-May 11)<br><br>8 weeks | ---  | <b>Interactive Read Aloud (4 weeks)</b> <ul style="list-style-type: none"> <li>Students will be able to ask and answer questions about key details in a text.</li> <li>Students will be able to identify the main topic and retell key details in a text.</li> <li>Students will be able to describe the connection between two individuals, events, ideas, or pieces of information.</li> <li>Students will be able to ask and answer questions about unknown words in a text.</li> <li>Students will be able to name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>Students will be able to describe the connection between pictures or other illustrations and the overall text in which they appear.</li> </ul><br><b>Mini-Lesson (4 weeks)</b> <ul style="list-style-type: none"> <li>Students will be able to ask and answer questions about key details in a text.</li> </ul> | <b>Interactive Read Aloud</b> <ul style="list-style-type: none"> <li>Students will be able to activate their schema about weather, pose questions, and record their new learning in science notebooks.</li> <li>Students will be able to identify and notate the main ideas in a nonfiction text using illustrations, photographs, headings, and details.</li> <li>Students will be able to employ a repertoire of strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing, and writing.</li> <li>Students will be able to use context clues and a vocabulary word web to list, group, and label different kinds of words related to weather.</li> <li>Students will be able to learn new facts from a variety of forms and genres of text through visualizing and appreciating the word choices of the author.</li> <li>Students will be able to think beyond the literal text by drawing conclusions and inferring what the writer means.</li> </ul> |
|  |  | RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.6, RI.K.7 |  |   |
|  |  | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5         |  |   |
|  |  | L.K.1, L.K.5, L.K.6                            |  |   |
|  |  | ---  |  |   |
|  |  | W.K.3, W.K.7                                   |  |   |

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|  |  |  | <ul style="list-style-type: none"> <li>• Students will be able to identify the main topic and retell key details in a text.</li> <li>• Students will be able to describe the connection between two individuals, events, ideas, or pieces of information.</li> <li>• Students will be able to ask and answer questions about unknown words in a text.</li> <li>• Students will be able to name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>• Students will be able to describe the connection between pictures or other illustrations and the overall text in which they appear.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to use the question and answer text structure to help them build their content knowledge.</li> <li>• Students will be able to make connections to their own experiences and to other texts they have read on the same topic.</li> </ul> <p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use text features to help them learn about the topics they study.</li> <li>• Students will be able to categorize key vocabulary terms to think more deeply about important concepts.</li> <li>• Students will understand that readers grow ideas by taking what they know and adding that to the information they read.</li> <li>• Students will be able to use the words in a text to help them build images and deepen their understanding of the content.</li> <li>• Students will be able to ask questions as they interact with the texts.</li> <li>• Students will be able to act out book they read in order to help them develop a deeper understanding of the content.</li> </ul> |
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|                   |  |   |   | <ul style="list-style-type: none"> <li>Students will be able to analyze photographs and illustrations to deepen their understandings.</li> <li>Students will be able to write seasonal stories using sensory details and narrative structure.</li> <li>Students will be able to use a revision checklist to help them revise their narrative writing.</li> <li>Students will be able to synthesize information across texts and in various formats.</li> </ul> |
| Unit 4:<br>Poetry | May through June<br>(May 14-June 1)<br><br>4 weeks | RL.K.1, <b>RL.K.5</b> , RL.K.7, RL.K.10 | <b>Interactive Read Aloud (2 weeks)</b> <ul style="list-style-type: none"> <li>Students will be able to ask and answer questions about key details in a text.</li> <li>Students will be able to recognize common types of texts.</li> <li>Students will be able to</li> </ul> | <b>Interactive Read Aloud</b> <ul style="list-style-type: none"> <li>Students will be able to discover the richness of the genre of poetry.</li> <li>Students will be able to demonstrate understanding of the organization and basic features of print.</li> </ul>  |
|                   |  | ---                                     |   |  |
|                   |  | <b>SL.K.1, SL.K.2, SL.K.3, SL.K.6</b>   |   |  |
|                   |  | <b>L.K.1, L.K.2, L.K.4, L.K.6</b>       |   |  |
|                   |  | <b>RF.K.1, RF.K.2, RF.K.4</b>           |   |  |

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|  |  |  | <p>describe the connection between pictures or other illustrations and the overall story in which they appear.</p> <ul style="list-style-type: none"> <li>Students will be able to actively engage in group reading activities with purpose and understanding.</li> </ul> | <ul style="list-style-type: none"> <li>Students will be able to listen to a variety of poems in order to identify the rhythm, beat, and rhyming sounds.</li> <li>Students will be able to recognize the roles that onomatopoeia and repetition play in creating the sounds, images, and meanings of poems.</li> <li>Students will understand that poets include alliteration in their poems in order to describe something artfully, play with words, and give their poems musicality.</li> <li>Students will understand that poets create images, sounds, and feelings with words.</li> </ul> <p><b>Shared Reading:</b></p> <ul style="list-style-type: none"> <li>Students will be able to use their background knowledge to predict what the poem may be about.</li> <li>Students will be able to use line breaks, white space, bold print, use of all capital letters, punctuation, and repetition in order to read poems with fluency, inflection, phrasing and rhythm.</li> <li>Students will be able to hear and identify rhyming words in poems. Then they will use this knowledge to predict what words come next in the poems they read.</li> <li>Students will be able to look and listen for onomatopoeia and</li> </ul> |
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|  |  |  |  | <p>repetition in the shared poems and use these devices to help them read with expression and volume.</p> <ul style="list-style-type: none"> <li>• Students will be able to read lullabies and discuss how the simple story lines, rhymes, rhythms, and tones help calm them, put them to sleep, or provide opportunities for sing-alongs and play.</li> <li>• Students will be able to use background knowledge and the words from the poems to create mental images as they read.</li> </ul> <p><b>Mini-Lessons:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to notice when poets take ordinary objects and use language and special words to make them sound or appear extraordinary.</li> <li>• Students will be able to apply self-monitoring skills and strategies to determine the meaning of important vocabulary.</li> <li>• Students will understand that readers use literary devices to help them read with fluency and attend to meaning.</li> <li>• Students will understand that readers use their background knowledge as they read to help deepen their understanding of new texts.</li> </ul> |
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|  |  |  |  | <ul style="list-style-type: none"> <li>• Students will be able to use their personal experiences and questions they wonder about to discover the messages and big ideas found in the poems they read.</li> <li>• Students will be able to act out poems by using inflection, expression, gestures, and movement in order to enhance their understanding and appreciation of the genre of poetry.</li> </ul> |
|--|--|--|--|---|

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| <b>Unit 1: Launching Unit</b>  | <b>Recommended Duration:</b> September through October: 6 weeks |
| <p>In Kindergarten, students begin to establish their identities as readers as they are learning the foundational skills necessary for reading. Kindergarteners begin the year practicing many reading behaviors, rituals and routines of the classroom. Students are participating in interactive read alouds, shared reading and mini-lessons which help establish the fundamental expectations for reading workshop- active listening, thinking and collaboration. Through these lesson kindergartners will begin to develop focused thinking and discussions around books that they are reading and sharing.</p> |   |

| <b>Essential Questions</b>   | <b>Enduring Understandings</b>   |
|--|--|
| <ol style="list-style-type: none"> <li>1. What do readers do during Reading Workshop?</li> <li>2. How can I make reading a big part of my life?</li> <li>3. How can I choose just-right books? Why is choosing just-right books important?</li> <li>4. How can the pictures help us learn to read the words on a page?</li> <li>5. Why is it important to match our voice to the story?</li> </ol> | <ol style="list-style-type: none"> <li>1. Living a reading life means I read proficiently, accurately, and fluently with books of my choice that I can share with others to show my understanding of the story.</li> <li>2. Setting goals and reading consistently are important to become a better reader.</li> <li>3. Strong readers have fix-up and self-monitoring strategies to ensure that reading is the best that it can be.</li> <li>4. Collaboration and building ideas among a community of readers deepens our understanding of a text.</li> </ol> |

| <b>Relevant Standards</b>  | <b>Learning Goals</b>   | <b>Learning Objectives</b>   |
|--|---|--|
| <p><b>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</b></p> <p><b>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</b></p> <p><b>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</b></p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> | <p><b>Interactive Read Aloud (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Students will understand the reading behaviors, rituals and routines of the classroom. (6 weeks)</li> <li>• Students will understand the expectations of reading workshop. (6 weeks)</li> <li>• Students will be able to think about to think about texts and participate in meaningful conversations connected to the books they are sharing. (6 weeks)</li> <li>• Students will be able to recognize</li> </ul> | <p><b>Interactive Read Aloud</b></p> <ul style="list-style-type: none"> <li>• Students will understand what it means to be part of a community that values listening, sharing, learning, and reading.</li> <li>• Students will understand the routines, structure and expectations for reading workshop.</li> <li>• Students will begin to understand themselves as readers.</li> <li>• Students will be able to listen and learn about the different genres available to them as developing readers.</li> </ul> |

| Relevant Standards   | Learning Goals   | Learning Objectives   |
|--|--|---|
| <p><b>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</b><br/>           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.<br/>           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).<br/> <b>RL.K.10. Actively engage in group reading activities with purpose and understanding.</b></p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.<br/>           RI.K.5. Identify the front cover, back cover, and title page of a book.<br/>           RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print.<br/>           RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br/>           RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>common types of texts.</p> <ul style="list-style-type: none"> <li>Students will be able to actively engage in group reading activities with purpose and understanding.</li> <li>Students will be able to demonstrate understanding of the organization and basic features of print.</li> </ul> <p><b>Shared Reading (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Students will be able to demonstrate understanding of spoken words, syllables, and sounds.</li> <li>Students will be able to apply phonics and word analysis skills in decoding and encoding words.</li> </ul> <p><b>Mini-Lessons (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Students will be able to ask and answer questions about key details in a text.</li> <li>Students will be able to identify characters, settings and major events in a story.</li> <li>Students will be able to retell familiar stories, include key details with support (e.g., who, what, where, when, why, how).</li> <li>Students will be able to describe the relationship between illustrations and the story in which they appear with support.</li> </ul> | <ul style="list-style-type: none"> <li>Students will understand how books are read, how pictures tell a story, and how combinations of letters form words.</li> <li>Students will be able to participate in collaborative discussion about texts.</li> </ul> <p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the difference between letters and words as well as count the number of letters in a word and count the number of words in a line.</li> <li>Students will understand that words move from left to right, from top to bottom and page by page.</li> <li>Students will be able to use pictures to help them read word and make meaning of a text.</li> <li>Students will be able to identify high-frequency words so they can read them with automaticity.</li> <li>Students will be able to identify commas, periods, and exclamation points and understand their purposes.</li> <li>Students will be able to use the beat and rhyme in a text to understand the meaning of the text.</li> </ul> <p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Students will be able to self-select appropriate texts.</li> <li>Students will be able to care for books they read and understand where to store and return books in the classroom library.</li> <li>Students will understand that they are a member of a respectful community and need to</li> </ul> |

| Relevant Standards  | Learning Goals | Learning Objectives   |
|---|----------------|---|
| <p><b>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</b></p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</b></p> |                | <p>understand and value the procedures that are used during reading workshop.</p> <ul style="list-style-type: none"> <li>Students will be able to use images to visualize and engage with a text in order to make it more memorable.</li> <li>Students will be able to follow the content of a book across the pages and think about what's happening and how it connects with what they have read so far.</li> <li>Students will be able to recommend books to their partners by retelling the main events and describing interesting parts they have read and enjoyed.</li> </ul> |

| Formative Assessments   | Summative Assessments  | Performance Assessments                            | Major Activities/ Assignments (required) |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Anecdotal notes during whole group, small group and individual conferences <ul style="list-style-type: none"> <li>Choosing good fit books</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Common Summative Assessments</li> <li>Concepts of Print Assessment</li> <li>Aimsweb Assessment</li> <li>Reading Response from literature</li> <li>Letter Identification Assessment</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> |  |

| Formative Assessments  | Summative Assessments   | Performance Assessments | Major Activities/ Assignments (required) |
|--|---|-------------------------|--|
| <ul style="list-style-type: none"> <li>○ Sharing strategies</li> <li>○ Turn and talk</li> <li>• Reading responses within reader's notebooks</li> <li>• Concepts of Print Survey</li> <li>• Stop and Jots</li> <li>• Reading Conferences</li> <li>• Reading Life Survey</li> <li>• Reading Goals tracking sheet</li> <li>• Graphic organizers</li> <li>• Checklist of student reading behaviors</li> <li>• Reading Logs</li> <li>• Running Records (other than F&amp;P Benchmarks)</li> </ul> | <ul style="list-style-type: none"> <li>• Letter/Sound Assessment</li> <li>• Forming Letters Assessment</li> <li>• Phonemic Awareness assessments <ul style="list-style-type: none"> <li>• Beginning sounds</li> <li>• Ending sounds</li> <li>• Medial Sounds</li> <li>• Concept of Spoken word</li> <li>• Syllable blending</li> <li>• Syllable Segmentation</li> <li>• Syllable Deletion</li> <li>• Phoneme Blending</li> <li>• Phoneme Segmentation</li> <li>• Identify Rhymes</li> <li>• Rhyming reproduction</li> </ul> </li> </ul> |                         |  |

| Possible Assessment Modifications /Accommodations  |  |  |   |
|--|--|--|---|
| Special Education Learners   | English Language Learners  | At-Risk Students   | Gifted Students   |
| <u>Accommodations</u> <ul style="list-style-type: none"> <li>• Frequent rest breaks</li> </ul> | <ul style="list-style-type: none"> <li>• Choice of test format (multiple-choice, essay,</li> </ul> | <ul style="list-style-type: none"> <li>• Choice of test format (multiple-choice, essay,</li> </ul> | <ul style="list-style-type: none"> <li>• Vary test formats</li> </ul> |



| Possible Assessment Modifications /Accommodations  |  |  |  |
|--|--|--|--|
| Special Education Learners   | English Language Learners  | At-Risk Students   | Gifted Students  |
| <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Choice of test format (multiple-choice, short answer, fill in the blank, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Highlight key directions</li> <li>• Test in alternative site</li> <li>• Use of word processor</li> <li>• Allow for re-dos/retakes</li> <li>• Chunk long-term assignments</li> <li>• Clarify test directions, read test questions</li> <li>• Eliminate redundant test questions</li> </ul> <p><b><u>Modifications (as per IEPs)</u></b></p> <ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Answers to be dictated</li> <li>• Read test passages aloud (for comprehension assessment)</li> <li>• Shortened assessment</li> </ul> | <p>true-false)</p> <ul style="list-style-type: none"> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Clarify test directions, read test questions</li> <li>• Read test passages aloud (for comprehension assessment)</li> </ul> | <p>true-false)</p> <ul style="list-style-type: none"> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Highlight key directions</li> <li>• Pace long-term projects</li> <li>• Chunk long-term assignments</li> <li>• Clarify test directions, read test questions</li> <li>• Order test items from least complex to most complex</li> </ul> | <ul style="list-style-type: none"> <li>• Increased rigor of assessments</li> </ul> |

| Instructional Strategies  |
|---|
| <ul style="list-style-type: none"> <li>• Graphic Organizers for the writing process</li> <li>• Graphic Organizers for reading comprehension</li> <li>• Stop and Think during interactive read alouds</li> <li>• Scaffolding</li> <li>• Modeling/Think Alouds</li> <li>• Direct Instruction</li> </ul> |

| Instructional Strategies  |
|---|
| <ul style="list-style-type: none"> <li>• Gradual release of responsibility (I do, we do, you do)</li> <li>• Interactive read-alouds</li> <li>• Mini-lessons/ guided practice</li> <li>• Teacher- student conferencing</li> <li>• Small group instruction</li> </ul> |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)   |  |   |   |
|---|--|---|---|
| Special Education Learners  | English Language Learners  | At-Risk Students  | Gifted Students   |
| <b><u>Accommodations</u></b> <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time for assignments</li> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note--- taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Quiet corner or room to calm down and relax when anxious</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> </ul> | <ul style="list-style-type: none"> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> <li>• Work---in---progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors</li> </ul> | <ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note--- taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> </ul> | <ul style="list-style-type: none"> <li>• Alternate assignments/ enrichment assignments</li> <li>• Provide texts at higher reading level</li> <li>• Extension activities</li> <li>• Pairing direct instruction w/coaching to promote self-directed learning</li> </ul> |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)   |                           |   |                 |
|---|---------------------------|---|-----------------|
| Special Education Learners  | English Language Learners | At-Risk Students  | Gifted Students |
| <ul style="list-style-type: none"> <li>• Hands---on activities</li> <li>• Follow a routine/schedule</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Work---in---progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> <li>• Reduce words on a page</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• No penalty for spelling errors (if assessing writing conventions)</li> <li>• Alternate learning goals/objectives</li> <li>• Change level of difficulty/complexity</li> <li>• Read passages aloud (if working on reading comprehension)</li> <li>• Shortening assignment (if altering the complexity/rigor of the assignment)</li> <li>• Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards)</li> <li>• Reworded questions/problems in simpler language (changing rigor)</li> </ul> |                           | <ul style="list-style-type: none"> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Agenda book and checklists</li> <li>• Adjusted assignment timelines</li> <li>• Varied reinforcement procedures</li> <li>• Work---in---progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> </ul> |                 |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)  |                           |                  |                 |
|--|---------------------------|------------------|-----------------|
| Special Education Learners   | English Language Learners | At-Risk Students | Gifted Students |
| <ul style="list-style-type: none"> <li>Highlighting important words or phrases in reading assignments</li> <li>Modified rubrics</li> </ul> |                           |                  |                 |

| Interdisciplinary Connections (Applicable Standards)  | Integration of Technology  | 21 <sup>st</sup> Century Themes  | 21 <sup>st</sup> Century Skills   |
|---|--|--|---|
| <p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> <li>Technology</li> <li>Career ready practices</li> <li>Financial literacy</li> <li>Subject specific interdisciplinary</li> <li>Career exploration</li> </ul> <p>Standards are listed ad NJ SLS<br/>Standards and description are included</p> | <p>Technology</p> <ul style="list-style-type: none"> <li>Student use of Chromebooks/ computers for writing</li> <li>Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,</li> </ul> | <p><b>Creativity &amp; Innovation-</b><br/>Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> <li>Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression</li> </ul> <p><b>Information &amp; Communication-</b><br/>Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> <li>Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions</li> </ul> | <p><b>Creativity &amp; Innovation-</b> Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> <li>Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression</li> </ul> <p><b>Information &amp; Communication-</b><br/>Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> <li>Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions</li> </ul> <p><b>Communication &amp; Collaboration</b><br/>Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> <li>Through flexible small group work</li> </ul> |

| Interdisciplinary Connections<br>(Applicable Standards) | Integration of Technology | 21 <sup>st</sup> Century Themes  | 21 <sup>st</sup> Century Skills  |
|---|---------------------------|--|--|
|   |                           | <b>Communication &amp; Collaboration</b><br>Demonstrate the ability to work with diverse teams<br>Through flexible small group work and discussion, students will learn the rules for working with others. | and discussion, students will learn the rules for working with others. |

| Resources  |
|--|
| <p><b>Texts/Materials:</b><br/>           Schoolwide Reading Fundamentals Units of Study and all corresponding mentor texts<br/>           Lucy Caulkins Writing Units of Study and all corresponding mentor texts</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Chart paper, markers for Anchor Charts</li> <li>• Student reading notebooks</li> <li>• Index cards for word walls</li> <li>• Index cards for teaching stop and jot strategies</li> <li>• Individual book bags/ boxes</li> <li>• Classroom library organized by genre</li> <li>• Leveled readers for independent readers</li> <li>• whiteboard/screen to display texts</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Unit Quizzes</li> <li>• Common Summative Assessment</li> <li>• On- Demand writing prompt</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Interactive Read Alouds</li> <li>• Mini-lessons</li> <li>• Reading Response Journals</li> </ul> |

|                                    |  |
|------------------------------------|--|
| <b>Unit 2: Fiction Genre Study</b> | <b>Recommended Duration:</b> October through January |
|------------------------------------|--|

### Unit Description:

In the fiction unit, kindergarteners will be reading and studying the different types of fiction- fantasy, traditional, and realistic. Within this genre, students will understand the various forms, features, and purposes of fiction. Kindergarteners will enhance their reading of fictional texts by understanding the narrative structure, story elements and themes that are associated with this type of writing. Reading skills and strategies will also be taught to help them visualize, infer characters' feelings and traits, identify author's message and most importantly engage with the texts that they read.

| Essential Questions   | Enduring Understandings  |
|---|--|
| <ul style="list-style-type: none"> <li>What are the different types and structures of fiction?</li> <li>What are the common story elements in fictional texts?</li> <li>How does understanding the structure of a genre help us to better comprehend what we read?</li> <li>What are common themes associated with each type of fiction writing?</li> </ul> | <ul style="list-style-type: none"> <li>Fiction follows a predictable structure that helps in comprehending what is read.</li> <li>Readers utilize strategies to self-assess their level of understanding.</li> <li>Fiction writers are storytellers who aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination, or explain aspects of life, culture, and nature.</li> </ul> |

| Relevant Standards   | Learning Goals   | Learning Objectives  |
|--|--|--|
| <p><b>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</b></p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p><b>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</b></p> | <p><b>Interactive Read Aloud (4 weeks)</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the different types of fiction.</li> <li>Students will understand the various forms, features, and purposes of fiction.</li> <li>Students will understand the narrative structure, story elements and themes associated with the different types of</li> </ul> | <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>Students will be able to explain differences between fiction books that are realistic versus fantastical.</li> <li>Students will be able to recall and retell a traditional tale using a narrative structure and story elements.</li> <li>Students will understand that readers reread by studying the illustrations closely and</li> </ul> |

| Relevant Standards   | Learning Goals   | Learning Objectives   |
|--|--|---|
| <p><b>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</b><br/>           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.<br/> <b>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).</b><br/>           RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.<br/> <b>RL.K.10. Actively engage in group reading activities with purpose and understanding.</b></p> <p><b>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b><br/> <b>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</b><br/>           SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br/> <b>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b><br/>           SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>fiction.</p> <ul style="list-style-type: none"> <li>Students will be able to apply specific reading skills and strategies that will enable them to visualize, infer characters' feelings and traits, identify author's message and engage with the text they read.</li> </ul> <p><b>Mini-Lesson (4 weeks)</b></p> <ul style="list-style-type: none"> <li>Students will be able to apply specific reading skills and strategies that will enable them to visualize, infer characters' feelings and traits, identify author's message and engage with the text they read.</li> <li>Students will be able to demonstrate understanding of the organization and basic features of print.</li> <li>Students will be able to demonstrate understanding of spoken words, syllables, and sounds.</li> <li>Students will be able to apply phonics and word analysis skills in decoding and encoding words.</li> <li>Students will be able to ask and answer questions about key details in a text.</li> <li>Students will be able to identify characters, settings and major events in a story.</li> <li>Students will be able to actively engage in group reading activities with purpose and understanding.</li> </ul> | <p>thinking about what is happening to better understand the story.</p> <ul style="list-style-type: none"> <li>Students will be able to listen for and identify the antagonist as well as the conflict and solution in that text.</li> <li>Students will be able to identify and discuss how the characteristics are similar and different.</li> <li>Students will be able to infer characters' traits and feelings using personal schema and textual evidence.</li> <li>Students will be able to think about how characters face and solve problems and then identify the theme or lesson learned at the end of the story.</li> <li>Students will be able to describe key details in the illustrations and tell a realistic story from beginning to end.</li> </ul> <p><b>Mini-Lesson:</b></p> <ul style="list-style-type: none"> <li>Students will be able to use personal schema and textual evidence to make predictions and connections.</li> <li>Students will be able to use their knowledge of language structure to anticipate events in a text.</li> <li>Students will be able to make personal connections to help them identify with the text, remember important information, and enhance understanding.</li> <li>Students will be able to ask questions to help clarify thinking and deepen understanding.</li> </ul> |

| Relevant Standards  | Learning Goals | Learning Objectives   |
|---|----------------|---|
| <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</b></p> <p>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., <i>My favorite book is...</i>).</p> <p>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.</p> |                | <ul style="list-style-type: none"> <li>Students will be able to read expressively using the story's mood, end punctuation and other text signals.</li> <li>Students will be able to infer and talk about character traits by using textual evidence.</li> <li>Students will be able to infer a character's thoughts and dialogue by studying the illustrations and making connections to their own lives.</li> <li>Students will be able to identify the key points in a fictional text so they can remember the important details in a story.</li> <li>Students will be able to retell stories to help them become more effective readers and communicators.</li> <li>Students will use reader theatre and writing to celebrate their favorite books.</li> </ul> |

| Formative Assessments   | Summative Assessments  | Performance Assessments                            | Major Activities/ Assignments (required)           |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Anecdotal notes during whole group, small group and individual conferences <ul style="list-style-type: none"> <li>Reading/Writing</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Common Summative Assessments</li> <li>Concepts of Print Assessment</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> |



| Formative Assessments   | Summative Assessments   | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|-------------------------|--|
| <ul style="list-style-type: none"> <li>Goals               <ul style="list-style-type: none"> <li>○ Choosing good fit books</li> <li>○ Sharing strategies</li> <li>○ Turn and talk</li> </ul> </li> <li>• Reading responses within reader's notebooks</li> <li>• Concepts of Print Survey</li> <li>• Stop and Jots</li> <li>• Reading Conferences</li> <li>• Reading Goals tracking sheet</li> <li>• Graphic organizers</li> <li>• Checklist of student reading behaviors</li> <li>• Reading Logs</li> <li>• Running Records (other than F&amp;P Benchmarks)</li> </ul> | <ul style="list-style-type: none"> <li>• Aimsweb Assessment</li> <li>• Reading Response from literature</li> <li>• Letter Identification Assessment</li> <li>• Letter/Sound Assessment</li> <li>• Forming Letters Assessment</li> <li>• Phonemic Awareness assessments               <ul style="list-style-type: none"> <li>○ Beginning sounds</li> <li>○ Ending sounds</li> <li>○ Medial Sounds</li> <li>○ Concept of Spoken word</li> <li>○ Syllable blending</li> <li>○ Syllable Segmentation</li> <li>○ Syllable Deletion</li> <li>○ Phoneme Blending</li> <li>○ Phoneme Segmentation</li> <li>○ Identify Rhymes</li> <li>○ Rhyming reproduction</li> </ul> </li> </ul> |                         |  |

| Possible Assessment Modifications /Accommodations  |   |   |   |
|--|---|---|---|
| Special Education Learners   | English Language Learners   | At-Risk Students  | Gifted Students   |
| <b><u>Accommodations</u></b> <ul style="list-style-type: none"> <li>• Frequent rest breaks</li> <li>• Additional time</li> <li>• Choice of test format (multiple-choice, short answer, fill in the blank, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Highlight key directions</li> <li>• Test in alternative site</li> <li>• Use of word processor</li> <li>• Allow for re-dos/retakes</li> <li>• Chunk long-term assignments</li> <li>• Clarify test directions, read test questions</li> <li>• Eliminate redundant test questions</li> </ul> <b><u>Modifications (as per IEPs)</u></b> <ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Answers to be dictated</li> <li>• Read test passages aloud (for comprehension assessment)</li> <li>• Shortened assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Clarify test directions, read test questions</li> <li>• Read test passages aloud (for comprehension assessment)</li> </ul> | <ul style="list-style-type: none"> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Highlight key directions</li> <li>• Pace long-term projects</li> <li>• Chunk long-term assignments</li> <li>• Clarify test directions, read test questions</li> <li>• Order test items from least complex to most complex</li> </ul> | <ul style="list-style-type: none"> <li>• Vary test formats</li> <li>• Increased rigor of assessments</li> </ul> |

| Instructional Strategies   |
|--|
| <ul style="list-style-type: none"> <li>• Graphic Organizers for the writing process</li> <li>• Graphic Organizers for reading comprehension</li> <li>• Stop and Think during interactive read alouds</li> <li>• Scaffolding</li> </ul> |

| Instructional Strategies   |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Modeling/Think Alouds</li> <li>• Direct Instruction</li> <li>• Gradual release of responsibility (I do, we do, you do)</li> <li>• Interactive read-alouds</li> <li>• Mini-lessons/ guided practice</li> <li>• Teacher- student conferencing</li> <li>• Small group instruction</li> </ul> |  |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)   |  |  |   |
|---|--|--|---|
| Special Education Learners  | English Language Learners  | At-Risk Students   | Gifted Students   |
| <b>Accommodations</b> <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time for assignments</li> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note--- taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Quiet corner or room to calm down and relax when anxious</li> <li>• Preferential seating</li> </ul> | <ul style="list-style-type: none"> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> <li>• Work---in---progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors</li> </ul> | <ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note--- taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> </ul> | <ul style="list-style-type: none"> <li>• Alternate assignments/ enrichment assignments</li> <li>• Provide texts at higher reading level</li> <li>• Extension activities</li> <li>• Pairing direct instruction w/coaching to promote self-directed learning</li> </ul> |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)   |                           |  |                 |
|---|---------------------------|--|-----------------|
| Special Education Learners  | English Language Learners | At-Risk Students   | Gifted Students |
| <ul style="list-style-type: none"> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> <li>• Follow a routine/schedule</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Work---in---progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> <li>• Reduce words on a page</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• No penalty for spelling errors (if assessing writing conventions)</li> <li>• Alternate learning goals/objectives</li> <li>• Change level of difficulty/complexity</li> <li>• Read passages aloud (if working on reading comprehension)</li> <li>• Shortening assignment (if altering the complexity/rigor of the assignment)</li> <li>• Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards)</li> <li>• Reworded questions/problems in</li> </ul> |                           | <ul style="list-style-type: none"> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Agenda book and checklists</li> <li>• Adjusted assignment timelines</li> <li>• Varied reinforcement procedures</li> <li>• Work---in---progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> </ul> |                 |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)  |                           |                  |                 |
|--|---------------------------|------------------|-----------------|
| Special Education Learners   | English Language Learners | At-Risk Students | Gifted Students |
| simpler language (changing rigor) <ul style="list-style-type: none"> <li>Highlighting important words or phrases in reading assignments</li> <li>Modified rubrics</li> </ul> |                           |                  |                 |

| Interdisciplinary Connections (Applicable Standards)   | Integration of Technology   | 21 <sup>st</sup> Century Themes   | 21 <sup>st</sup> Century Skills   |
|--|---|---|---|
| List interdisciplinary standards indicating the following: <ul style="list-style-type: none"> <li>Technology</li> <li>Career ready practices</li> <li>Financial literacy</li> <li>Subject specific interdisciplinary</li> <li>Career exploration</li> </ul> Standards are listed ad NJ SLS<br>Standards and description are included | Technology <ul style="list-style-type: none"> <li>Student use of Chromebooks/ computers for writing</li> <li>Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,</li> </ul> | <b>Creativity &amp; Innovation-</b><br>Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives <ul style="list-style-type: none"> <li>Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression</li> </ul> <b>Information &amp; Communication-</b><br>Articulating thoughts and ideas clearly and effectively through speaking and writing <ul style="list-style-type: none"> <li>Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative</li> </ul> | <b>Creativity &amp; Innovation-</b> Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives <ul style="list-style-type: none"> <li>Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression</li> </ul> <b>Information &amp; Communication-</b><br>Articulating thoughts and ideas clearly and effectively through speaking and writing <ul style="list-style-type: none"> <li>Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions</li> </ul> |

| Interdisciplinary Connections<br>(Applicable Standards) | Integration of Technology | 21 <sup>st</sup> Century Themes   | 21 <sup>st</sup> Century Skills   |
|---|---------------------------|---|---|
|   |                           | <p>conversations about texts and follow agreed-upon rules for discussions</p> <p><b>Communication &amp; Collaboration</b><br/>Demonstrate the ability to work with diverse teams<br/>Through flexible small group work and discussion, students will learn the rules for working with others.</p> | <p><b>Communication &amp; Collaboration</b><br/>Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> <li>Through flexible small group work and discussion, students will learn the rules for working with others.</li> </ul> |

| Resources  |
|--|
| <p><b>Texts/Materials:</b><br/>Schoolwide Reading Fundamentals Units of Study and all corresponding mentor texts<br/>Lucy Caulkins Writing Units of Study and all corresponding mentor texts</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Chart paper, markers for Anchor Charts</li> <li>Student reading notebooks</li> <li>Index cards for word walls</li> <li>Index cards for teaching stop and jot strategies</li> <li>Individual book bags/ boxes</li> <li>Classroom library organized by genre</li> <li>Leveled readers for independent readers</li> <li>whiteboard/screen to display texts</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>Unit Quizzes</li> <li>Common Summative Assessment</li> <li>On- Demand writing prompt</li> </ul> |

|  |
|--|
| <b>Resources</b>   |
| <b>Major Activities (required):</b> <ul style="list-style-type: none"><li>• Interactive Read Alouds</li><li>• Mini-lessons</li><li>• Reading Response Journals</li></ul> |

**Unit 3: Nonfiction Genre Study****Recommended Duration:** January through March**Unit Description:**

In the nonfiction unit, kindergarteners will be reading and studying the different types of nonfiction- reference, literary, and biography. Within this genre, students will understand the various forms, features, and purposes of nonfiction. Kindergarteners will enhance their reading of informational texts by understanding the structure, layout, and text features that are associated with each type of writing. Reading skills and strategies will also be taught to help them discover facts, identify big ideas, and learn new information about topics that they are reading about.

**Essential Questions**

- What reading strategies can be used for expository nonfiction and narrative nonfiction?
- What are the structures and features of nonfiction texts?
- How can text features help us gain a better understanding of the content?
- How do readers determine importance in nonfiction texts?
- How do we analyze unknown words to determine their meaning?
- What does it mean to read in an “expert” voice and “literary” voice?

**Enduring Understandings**

- Readers determine importance in expository texts by understanding how to read this type of text.
- Readers synthesize and grow ideas when reading narrative nonfiction.
- Strong readers use both the words and visual elements to enhance understanding of a text.
- Strong readers use multiple strategies to figure out unknown words and aid in comprehension.

**Relevant Standards**

**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.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**  
**RI.K.4. With prompting and support, ask and**

**Learning Goals****Interactive Read Aloud (4 weeks)**

- Students will understand the various forms, features, and purposes of nonfiction.
- Students will understand the structure, layout and text features associated with each type of nonfiction writing.
- Students will be able to identify the front

**Learning Objectives****Interactive Read Aloud:**

- Students will be able to understand the structures and features of nonfiction texts.
- Students will be able to use what they think they know along with titles, photos, and content to help them confirm their understandings, clear up misconceptions, and learn new information.



| Relevant Standards  | Learning Goals   | Learning Objectives   |
|---|--|---|
| <p>answer questions about unknown words in a text.</p> <p><b>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.</b></p> <p><b>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).</b></p> <p><b>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</b></p> <p><b>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</b></p> <p><b>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b></p> <p><b>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b></p> <p><b>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</b></p> <p><b>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.K.5. With guidance and support from adults,</b></p> | <p>cover, back cover, and title page of a book.</p> <ul style="list-style-type: none"> <li>Students will be able to ask and answer questions about key details in a text.</li> <li>Students will be able to identify the main topic and retell key details in a text</li> </ul> <p><b>Mini-Lesson: (4 weeks)</b></p> <ul style="list-style-type: none"> <li>Students will be able to ask and answer questions about key details in a text.</li> <li>Students will be able to identify the main topic and retell key details in a text</li> <li>Students will be able to describe the relationship between illustrations and the text in which they appear.</li> <li>Students will be able to actively engage in group reading activities with purpose and understanding.</li> </ul> <p>Students will be able to read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> | <ul style="list-style-type: none"> <li>Students will be able to use graphic sources and text features to help them understand and locate important information about a topic.</li> <li>Students will be able to use details in photos to support the information presented in the text.</li> <li>Students will understand that biographies share a story about a person that includes important information and events in a person's life.</li> <li>Students will be able to ask questions to help clarify thinking and deepen understanding.</li> <li>Students will be able to use fix-up strategies when coming upon unfamiliar words.</li> <li>Students will be able to identify and share key details of a text when they have determined the main topic.</li> </ul> <p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>Students will be able to preview a book in order to help them recall what they already know and make predictions about what they will read and learn.</li> <li>Students will understand that using their background knowledge helps them make connections with the information they read in their nonfiction texts.</li> <li>Students will be able to use their background knowledge and five senses, along with illustration and words from their books, to help them visualize as they read.</li> </ul> |

| Relevant Standards   | Learning Goals | Learning Objectives   |
|--|----------------|---|
| <p>explore word relationships and nuances in word meanings</p> <p><b>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b></p> <p>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.</p> <p>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).</p> |                | <ul style="list-style-type: none"> <li>• Students will be able to activate their background knowledge in order to confirm the facts they already know and then identify and share the facts that are new.</li> <li>• Students will be able to revise their thinking about the topics they read about in order to enhance their schema and clear up any confusion or misconceptions.</li> <li>• Students will be able to figure out the meaning of content-specific vocabulary by using context clues.</li> <li>• Students will be able to use their background knowledge and five senses, along with illustration and words from their books, to help them visualize as they read.</li> <li>• Students will understand how maps, references, and additional resources help guide readers as they continue to learn about a topic.</li> <li>• Students will understand the different ways nonfiction writers provide fun facts and how these facts help them better understand the topics they read about it.</li> <li>• Students will understand that nonfiction writers combine elements of a story with important facts in order to convey information about their topics.</li> </ul> |

| Formative Assessments   | Summative Assessments   | Performance Assessments                             | Major Activities/ Assignments (required)            |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Anecdotal notes during whole group, small group and individual conferences <ul style="list-style-type: none"> <li>○ Reading/Writing Goals</li> <li>○ Choosing good fit books</li> <li>○ Sharing strategies</li> <li>○ Turn and talk</li> </ul> </li> <li>• Reading responses within reader's notebooks</li> <li>• Stop and Jots</li> <li>• Reading Conferences</li> <li>• Reading Goals tracking sheet</li> <li>• Graphic organizers</li> <li>• Checklist of student reading behaviors</li> <li>• Reading Logs</li> <li>• Running Records (other than F&amp;P Benchmarks)</li> <li>• Portfolio Check (Reader's Notebook)</li> <li>• Readers Theatre</li> <li>• Four Corners</li> <li>• Gallery Walk</li> <li>• Drawings</li> </ul> | <ul style="list-style-type: none"> <li>• Common Summative Assessments</li> <li>• Aimsweb Assessment</li> <li>• Reading Response from literature</li> <li>• Retelling Rubric</li> <li>• Listening Comprehension Assessment with rubric for answering questions.</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> |

| Possible Assessment Modifications /Accommodations   |   |   |   |
|---|---|---|---|
| Special Education Learners  | English Language Learners   | At-Risk Students  | Gifted Students   |
| <b>Accommodations</b> <ul style="list-style-type: none"> <li>• Frequent rest breaks</li> <li>• Additional time</li> </ul> | <ul style="list-style-type: none"> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> </ul> | <ul style="list-style-type: none"> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> </ul> | <ul style="list-style-type: none"> <li>• Vary test formats</li> <li>• Increased rigor of assessments</li> </ul> |

| Possible Assessment Modifications /Accommodations   |  |  |                 |
|---|--|--|-----------------|
| Special Education Learners  | English Language Learners  | At-Risk Students   | Gifted Students |
| <ul style="list-style-type: none"> <li>• Choice of test format (multiple-choice, short answer, fill in the blank, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Highlight key directions</li> <li>• Test in alternative site</li> <li>• Use of word processor</li> <li>• Allow for re-dos/retakes</li> <li>• Chunk long-term assignments</li> <li>• Clarify test directions, read test questions</li> <li>• Eliminate redundant test questions</li> </ul> <p><b><u>Modifications (as per IEPs)</u></b></p> <ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Answers to be dictated</li> <li>• Read test passages aloud (for comprehension assessment)</li> <li>• Shortened assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Clarify test directions, read test questions</li> <li>• Read test passages aloud (for comprehension assessment)</li> </ul> | <ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Highlight key directions</li> <li>• Pace long-term projects</li> <li>• Chunk long-term assignments</li> <li>• Clarify test directions, read test questions</li> <li>• Order test items from least complex to most complex</li> </ul> |                 |

| Instructional Strategies   |
|--|
| <ul style="list-style-type: none"> <li>• Graphic Organizers for the writing process</li> <li>• Graphic Organizers for reading comprehension</li> <li>• Stop and Think during interactive read alouds</li> <li>• Scaffolding</li> <li>• Modeling/Think Alouds</li> <li>• Direct Instruction</li> <li>• Gradual release of responsibility (I do, we do, you do)</li> </ul> |

| Instructional Strategies   |
|--|
| <ul style="list-style-type: none"> <li>• Interactive read-alouds</li> <li>• Mini-lessons/ guided practice</li> <li>• Teacher- student conferencing</li> <li>• Small group instruction</li> </ul> |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)   |  |  |   |
|---|--|--|---|
| Special Education Learners  | English Language Learners  | At-Risk Students   | Gifted Students   |
| <b>Accommodations</b> <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time for assignments</li> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note--- taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Quiet corner or room to calm down and relax when anxious</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> </ul> | <ul style="list-style-type: none"> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> <li>• Work---in---progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors</li> </ul> | <ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note--- taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> </ul> | <ul style="list-style-type: none"> <li>• Alternate assignments/ enrichment assignments</li> <li>• Provide texts at higher reading level</li> <li>• Extension activities</li> <li>• Pairing direct instruction w/coaching to promote self-directed learning</li> </ul> |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)   |                           |  |                 |
|---|---------------------------|--|-----------------|
| Special Education Learners  | English Language Learners | At-Risk Students   | Gifted Students |
| <ul style="list-style-type: none"> <li>Follow a routine/schedule</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Work---in---progress check</li> <li>Personalized examples</li> <li>No penalty for spelling errors or sloppy handwriting</li> <li>Reduce words on a page</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>No penalty for spelling errors (if assessing writing conventions)</li> <li>Alternate learning goals/objectives</li> <li>Change level of difficulty/complexity</li> <li>Read passages aloud (if working on reading comprehension)</li> <li>Shortening assignment (if altering the complexity/rigor of the assignment)</li> <li>Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards)</li> <li>Reworded questions/problems in simpler language (changing rigor)</li> </ul> |                           | <ul style="list-style-type: none"> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Agenda book and checklists</li> <li>Adjusted assignment timelines</li> <li>Varied reinforcement procedures</li> <li>Work---in---progress check</li> <li>Personalized examples</li> <li>No penalty for spelling errors or sloppy handwriting</li> </ul> |                 |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)  |                           |                  |                 |
|--|---------------------------|------------------|-----------------|
| Special Education Learners   | English Language Learners | At-Risk Students | Gifted Students |
| <ul style="list-style-type: none"> <li>Highlighting important words or phrases in reading assignments</li> <li>Modified rubrics</li> </ul> |                           |                  |                 |

| Interdisciplinary Connections (Applicable Standards)  | Integration of Technology  | 21 <sup>st</sup> Century Themes  | 21 <sup>st</sup> Century Skills   |
|---|--|--|---|
| <p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> <li>Technology</li> <li>Career ready practices</li> <li>Financial literacy</li> <li>Subject specific interdisciplinary</li> <li>Career exploration</li> </ul> <p>Standards are listed ad NJ SLS Standards and description are included</p> | <p>Technology</p> <ul style="list-style-type: none"> <li>Student use of Chromebooks/ computers for writing</li> <li>Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,</li> </ul> | <p><b>Creativity &amp; Innovation-</b><br/>Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> <li>Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression</li> </ul> <p><b>Information &amp; Communication-</b><br/>Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> <li>Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon</li> </ul> | <p><b>Creativity &amp; Innovation-</b> Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> <li>Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression</li> </ul> <p><b>Information &amp; Communication-</b><br/>Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> <li>Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions</li> </ul> <p><b>Communication &amp; Collaboration</b><br/>Demonstrate the ability to work with diverse teams</p> |

| Interdisciplinary Connections<br>(Applicable Standards) | Integration of Technology | 21 <sup>st</sup> Century Themes  | 21 <sup>st</sup> Century Skills  |
|---|---------------------------|--|--|
|   |                           | <p>rules for discussions</p> <p><b>Communication &amp; Collaboration</b></p> <p>Demonstrate the ability to work with diverse teams</p> <p>Through flexible small group work and discussion, students will learn the rules for working with others.</p> | <ul style="list-style-type: none"> <li>Through flexible small group work and discussion, students will learn the rules for working with others.</li> </ul> |

| Resources  |
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| <p><b>Texts/Materials:</b></p> <p>Schoolwide Reading Fundamentals Units of Study and all corresponding mentor texts</p> <p>Lucy Caulkins Writing Units of Study and all corresponding mentor texts</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Chart paper, markers for Anchor Charts</li> <li>Student reading notebooks</li> <li>Index cards for word walls</li> <li>Index cards for teaching stop and jot strategies</li> <li>Individual book bags/ boxes</li> <li>Classroom library organized by genre</li> <li>Leveled readers for independent readers</li> <li>whiteboard/screen to display texts</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>Unit Quizzes</li> <li>Common Summative Assessment</li> <li>On- Demand writing prompt</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>Interactive Read Alouds</li> <li>Mini-lessons</li> <li>Reading Response Journals</li> </ul> |



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|---|--|
| <b>Unit 4:</b> Weather All Around Us/Poetry   | <b>Recommended Duration:</b> March through May (8 weeks)/ May through June (4 weeks) |
| <p><b>Unit Description:</b> Weather All Around Us</p> <p>This unit is a science content literacy unit which focuses on providing students with strategies to be able to read and comprehend complex science texts. Throughout this unit, teachers will model how strong readers develop understanding through closely examining and making connections among key science terms. The focus of this unit is for students to observe the world through the lens of a scientist. These mean students learn to question, activate schema, search for information, summarize and synthesize their findings.</p> <p><b>Unit Description:</b> Poetry</p> <p>Poetry is a genre that emphasizes the function of language. Students will learn literary devices such as the use of rhyme, imagery and figurative language to change ordinary words into extraordinary words. Throughout this unit, students will read poems to understand, interpret, appreciate and enjoy the genre of poetry. Students will learn different forms of poetry such as free verse, rhymes, haiku, and odes. Students will learn specific reading skills and strategies that will help them understand the meaning of poems. Additionally, students will learn strategies that strong readers use when reading poetry that will allow them to read unfamiliar text, infer meaning and build a deeper understanding of the messages, moods, images, and feelings that are found in poems.</p> |  |

| Essential Questions  | Enduring Understandings   |
|--|---|
| <p><b>Weather All Around Us</b></p> <ul style="list-style-type: none"> <li>How can the knowledge of the genre, text structure, and text features of content literacy help me better understand the story?</li> <li>How does observing the world through the lens of a scientists help me better understand the story?</li> <li>Which strategies can I apply to define and apply challenging academic and domain-specific vocabulary while reading, discussing, and writing?</li> <li>Which strategies can I apply to deepen my understanding of the story?</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>How can the knowledge of the organization of a poem help me interpret a poems meaning?</li> <li>How does analyzing literary elements of a poem help me better understand the poem?</li> <li>Which strategies can I apply to interpret words and phrases that are used in a poem?</li> <li>How can I synthesize information from a poem to uncover themes and big ideas?</li> </ul> | <ul style="list-style-type: none"> <li>Observing the world through the lens of a scientist means questions, activating schema, searching for information and summarizing and synthesizing information while reading a text.</li> <li>Poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions.</li> <li>Poems are the perfect vehicle for young children to make connections, think deeply, and analyze literature for purpose and message</li> </ul> |

| Relevant Standards  | Learning Goals  | Learning Objectives   |
|---|---|---|
| <p><b>Weather All Around Us</b></p> <p><b>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</b></p> <p><b>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</b></p> <p><b>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b></p> | <p><b>Weather All Around Us</b></p> <p><b>Interactive Read Aloud (4 weeks)</b></p> <ul style="list-style-type: none"> <li>Students will be able to ask and answer questions about key details in a text.</li> <li>Students will be able to identify the main topic and retell key details in a text.</li> <li>Students will be able to describe the connection between two individuals, events, ideas, or pieces of information.</li> </ul> | <p><b>Weather All Around Us</b></p> <p><b>Interactive Read Aloud</b></p> <ul style="list-style-type: none"> <li>Students will be able to activate their schema about weather, pose questions, and record their new learning in science notebooks.</li> <li>Students will be able to identify and notate the main ideas in a nonfiction text using illustrations, photographs, headings, and details.</li> </ul> |

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| <p><b>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</b></p> <p><b>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.</b></p> <p><b>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).</b></p> <p><b>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</b></p> <p><b>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</b></p> <p><b>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b></p> <p><b>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b></p> <p><b>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</b></p> <p><b>L.K.1. Demonstrate command of the</b></p> | <ul style="list-style-type: none"> <li>• Students will be able to ask and answer questions about unknown words in a text.</li> <li>• Students will be able to name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.<br/>Students will be able to describe the connection between pictures or other illustrations and the overall text in which they appear.</li> </ul> <p><b>Mini-Lesson (4 weeks)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to ask and answer questions about key details in a text.</li> <li>• Students will be able to identify the main topic and retell key details in a text.</li> <li>• Students will be able to describe the connection between two individuals, events, ideas, or pieces of information.</li> <li>• Students will be able to ask and answer questions about unknown words in a text.</li> <li>• Students will be able to name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>• Students will be able to describe the connection between pictures or other illustrations and the overall text in which they appear.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to employ a repertoire of strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing, and writing.</li> <li>• Students will be able to use context clues and a vocabulary word web to list, group, and label different kinds of words related to weather.</li> <li>• Students will be able to learn new facts from a variety of forms and genres of text through visualizing and appreciating the word choices of the author.</li> <li>• Students will be able to think beyond the literal text by drawing conclusions and inferring what the writer means.</li> <li>• Students will be able to use the question and answer text structure to help them build their content knowledge.</li> <li>• Students will be able to make connections to their own experiences and to other texts they have read on the same topic.</li> </ul> <p><b>Mini-Lesson</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use text features to help them learn about the topics they study.</li> <li>• Students will be able to categorize key vocabulary terms to think more deeply about important concepts.</li> <li>• Students will understand that readers grow ideas by taking what they know and adding that to the information they read.</li> <li>• Students will be able to use the words in a text to help them build images and deepen their understanding of the content.</li> <li>• Students will be able to ask questions as they interact with the texts.</li> </ul> |
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| <p><b>conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b></p> <p>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.</p> <p>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).</p> <p><b>Poetry</b></p> <p><b>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</b></p> <p><b>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</b></p> <p>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).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding</p> <p><b>SL.K.1. Participate in collaborative</b></p> | <p><b>Poetry (4 weeks)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to ask and answer questions about key details in a text.</li> <li>• Students will be able to recognize common types of texts.</li> <li>• Students will be able to describe the connection between pictures or other illustrations and the overall story in which they appear.</li> <li>• Students will be able to actively engage in group reading activities with purpose and understanding.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to act out book they read in order to help them develop a deeper understanding of the content.</li> <li>• Students will be able to analyze photographs and illustrations to deepen their understandings.</li> <li>• Students will be able to write seasonal stories using sensory details and narrative structure.</li> <li>• Students will be able to use a revision checklist to help them revise their narrative writing.</li> <li>• Students will be able to synthesize information across texts and in various formats.</li> </ul> <p><b>Poetry</b></p> <p><b>Interactive Read Aloud</b></p> <ul style="list-style-type: none"> <li>• Students will be able to discover the richness of the genre of poetry.</li> <li>• Students will be able to demonstrate understanding of the organization and basic features of print.</li> <li>• Students will be to listen to a variety of poems in order to identify the rhythm, beat, and rhyming sounds.</li> <li>• Students will be able to recognize the roles that onomatopoeia and repetition paly in creating the sounds, images, and meanings of poems.</li> <li>• Students will understand that poets include alliteration in their poems in order to describe something artfully, play with words, and give their poems musicality.</li> <li>• Students will understand that poets create images, sounds, and feelings with words.</li> </ul> |
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|---|--|--|
| <p>conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> |  | <p><b>Shared Reading:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use their background knowledge to predict what the poem may be about.</li> <li>• Students will be able to use line breaks, white space, bold print, use of all capital letters, punctuation, and repetition in order to read poems with fluency, inflection, phrasing and rhythm.</li> <li>• Students will be able to hear and identify rhyming words in poems. Then they will use this knowledge to predict what words come next in the poems they read.</li> <li>• Students will be able to look and listen for onomatopoeia and repetition in the shared poems and use these devices to help them read with expression and volume.</li> <li>• Students will be able to read lullabies and discuss how the simple story lines, rhymes, rhythms, and tones help calm them, put them to sleep, or provide opportunities for sing-alongs and play.</li> <li>• Students will be able to use background knowledge and the words form the poems to create mental images as they read.</li> </ul> <p><b>Mini-Lessons:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to notice when poets take ordinary objects and use language and special words to make them sound or appear extraordinary.</li> <li>• Students will be able to apply self-monitoring skills and strategies to determine the meaning of important vocabulary.</li> </ul> |
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| <b>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</b> |  | <ul style="list-style-type: none"> <li>• Students will understand that readers use literary devices to help them read with fluency and attend to meaning.</li> <li>• Students will understand that readers use their background knowledge as they read to help deepen their understanding of new texts.</li> <li>• Students will be able to use their personal experiences and questions they wonder about to discover the messages and big ideas found in the poems they read.</li> <li>• Students will be able to act out poems by using inflection, expression, gestures, and movement in order to enhance their understanding and appreciation of the genre of poetry.</li> </ul> |
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| Formative Assessments  | Summative Assessments   | Performance Assessments                             | Major Activities/ Assignments (required)            |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Anecdotal notes during whole group, small group and individual conferences <ul style="list-style-type: none"> <li>○ Reading/Writing Goals</li> <li>○ Choosing good fit books</li> <li>○ Sharing strategies</li> <li>○ Turn and talk</li> </ul> </li> <li>• Reading responses within reader's notebooks</li> <li>• Stop and Jots</li> <li>• Reading Conferences</li> <li>• Reading Goals tracking sheet</li> <li>• Graphic organizers</li> <li>• Checklist of student reading</li> </ul> | <ul style="list-style-type: none"> <li>• Common Summative Assessments</li> <li>• Aimsweb Assessment</li> <li>• Reading Response from literature</li> <li>• Retelling Rubric</li> <li>• Listening Comprehension Assessment with rubric for answering questions.</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> |

| Formative Assessments   | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|-----------------------|-------------------------|--|
| behaviors <ul style="list-style-type: none"> <li>• Reading Logs</li> <li>• Running Records (other than F&amp;P Benchmarks)</li> <li>• Portfolio Check (Reader's Notebook)</li> <li>• Readers Theatre</li> <li>• Four Corners</li> <li>• Gallery Walk</li> <li>• Drawings</li> </ul> |                       |                         |  |

| Possible Assessment Modifications /Accommodations   |   |   |   |
|---|---|---|---|
| Special Education Learners  | English Language Learners   | At-Risk Students  | Gifted Students   |
| <b>Accommodations</b> <ul style="list-style-type: none"> <li>• Frequent rest breaks</li> <li>• Additional time</li> <li>• Choice of test format (multiple-choice, short answer, fill in the blank, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Highlight key directions</li> <li>• Test in alternative site</li> <li>• Use of word processor</li> <li>• Allow for re-dos/retakes</li> <li>• Chunk long-term assignments</li> <li>• Clarify test directions, read test questions</li> </ul> | <ul style="list-style-type: none"> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Clarify test directions, read test questions</li> <li>• Read test passages aloud (for comprehension assessment)</li> </ul> | <ul style="list-style-type: none"> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Highlight key directions</li> <li>• Pace long-term projects</li> <li>• Chunk long-term assignments</li> <li>• Clarify test directions, read test questions</li> <li>• Order test items from least complex to most complex</li> </ul> | <ul style="list-style-type: none"> <li>• Vary test formats</li> <li>• Increased rigor of assessments</li> </ul> |

| Possible Assessment Modifications /Accommodations   |                           |                  |                 |
|---|---------------------------|------------------|-----------------|
| Special Education Learners  | English Language Learners | At-Risk Students | Gifted Students |
| <ul style="list-style-type: none"> <li>Eliminate redundant test questions</li> </ul> <b>Modifications (as per IEPs)</b> <ul style="list-style-type: none"> <li>Oral testing</li> <li>Answers to be dictated</li> <li>Read test passages aloud (for comprehension assessment)</li> <li>Shortened assessment</li> </ul> |                           |                  |                 |

| Instructional Strategies   |
|--|
| <ul style="list-style-type: none"> <li>Graphic Organizers for the writing process</li> <li>Graphic Organizers for reading comprehension</li> <li>Stop and Think during interactive read alouds</li> <li>Scaffolding</li> <li>Modeling/Think Alouds</li> <li>Direct Instruction</li> <li>Gradual release of responsibility (I do, we do, you do)</li> <li>Interactive read-alouds</li> <li>Mini-lessons/ guided practice</li> <li>Teacher- student conferencing</li> <li>Small group instruction</li> </ul> |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)   |  |   |  |
|---|--|---|--|
| Special Education Learners  | English Language Learners  | At-Risk Students  | Gifted Students  |
| <b>Accommodations</b> <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time for assignments</li> <li>Review of directions</li> <li>Review sessions</li> <li>Use of mnemonics</li> <li>Have student restate information</li> </ul> | <ul style="list-style-type: none"> <li>Review of directions</li> <li>Review sessions</li> <li>Use of mnemonics</li> <li>Have student restate information</li> <li>Concrete examples</li> </ul> | <ul style="list-style-type: none"> <li>Additional time for assignments</li> <li>Review of directions</li> <li>Review sessions</li> <li>Use of mnemonics</li> <li>Have student restate information</li> <li>Provision of notes or outlines</li> <li>Concrete examples</li> </ul> | <ul style="list-style-type: none"> <li>Alternate assignments/ enrichment assignments</li> <li>Provide texts at higher reading level</li> <li>Extension activities</li> <li>Pairing direct instruction w/coaching to promote self-</li> </ul> |



| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)  |  |   |                          |
|--|--|---|--------------------------|
| Special Education Learners   | English Language Learners  | At-Risk Students  | Gifted Students          |
| <ul style="list-style-type: none"> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note--- taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Quiet corner or room to calm down and relax when anxious</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> <li>• Follow a routine/schedule</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Work---in---progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> <li>• Reduce words on a page</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• No penalty for spelling errors (if assessing writing conventions)</li> </ul> | <ul style="list-style-type: none"> <li>• Support auditory presentations with visuals</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> <li>• Work---in---progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors</li> </ul> | <ul style="list-style-type: none"> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note--- taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Hands---on activities</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Agenda book and checklists</li> <li>• Adjusted assignment timelines</li> <li>• Varied reinforcement procedures</li> <li>• Work---in---progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> </ul> | <p>directed learning</p> |

| Possible Instructional Modifications (Modifications/Accommodations/Differentiation)   |                           |                  |                 |
|---|---------------------------|------------------|-----------------|
| Special Education Learners  | English Language Learners | At-Risk Students | Gifted Students |
| <ul style="list-style-type: none"> <li>• Alternate learning goals/objectives</li> <li>• Change level of difficulty/complexity</li> <li>• Read passages aloud (if working on reading comprehension)</li> <li>• Shortening assignment (if altering the complexity/rigor of the assignment)</li> <li>• Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards)</li> <li>• Reworded questions/problems in simpler language (changing rigor)</li> <li>• Highlighting important words or phrases in reading assignments</li> <li>• Modified rubrics</li> </ul> |                           |                  |                 |

| <b>Interdisciplinary Connections<br/>(Applicable Standards)</b>   | <b>Integration of Technology</b>   | <b>21<sup>st</sup> Century Themes</b>  | <b>21<sup>st</sup> Century Skills</b>  |
|---|--|--|--|
| <p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Career ready practices</li> <li>• Financial literacy</li> <li>• Subject specific interdisciplinary</li> <li>• Career exploration</li> </ul> <p>Standards are listed ad NJ SLS Standards and description are included</p> | <p>Technology</p> <ul style="list-style-type: none"> <li>• Student use of Chromebooks/ computers for writing</li> <li>• Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,</li> </ul> | <p><b>Creativity &amp; Innovation-</b><br/>Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> <li>• Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression</li> </ul> <p><b>Information &amp; Communication-</b><br/>Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> <li>• Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions</li> </ul> <p><b>Communication &amp; Collaboration</b><br/>Demonstrate the ability to work with diverse teams<br/>Through flexible small group work and discussion, students will learn the rules for working with others.</p> | <p><b>Creativity &amp; Innovation-</b> Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> <li>• Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression</li> </ul> <p><b>Information &amp; Communication-</b><br/>Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> <li>• Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions</li> </ul> <p><b>Communication &amp; Collaboration</b><br/>Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> <li>• Through flexible small group work and discussion, students will learn the rules for working with others.</li> </ul> |

| Interdisciplinary Connections<br>(Applicable Standards)  | Integration of Technology | 21 <sup>st</sup> Century Themes | 21 <sup>st</sup> Century Skills |
|--|---------------------------|---------------------------------|---------------------------------|
| <b>Resources</b>   |                           |                                 |                                 |
| <p><b>Texts/Materials:</b><br/> Schoolwide Reading Fundamentals Units of Study and all corresponding mentor texts<br/> Lucy Caulkins Writing Units of Study and all corresponding mentor texts</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Chart paper, markers for Anchor Charts</li> <li>• Student reading notebooks</li> <li>• Index cards for word walls</li> <li>• Index cards for teaching stop and jot strategies</li> <li>• Individual book bags/ boxes</li> <li>• Classroom library organized by genre</li> <li>• Leveled readers for independent readers</li> <li>• whiteboard/screen to display texts</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Unit Quizzes</li> <li>• Common Summative Assessment</li> <li>• On- Demand writing prompt</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Interactive Read Alouds</li> <li>• Mini-lessons</li> <li>• Reading Response Journals</li> </ul> |                           |                                 |                                 |