## Content Area: English Language Arts

### Course Title: ELA: Reader’s Workshop

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**Date Created:** July 22, 2014

**Board Approved on:** September 16, 2014
## Smart Start Unit Overview

**Content Area:** Language Arts Literacy  
**Unit Title:** Start Smart  
**Target Course/Grade Level:** Kindergarten

### Unit Summary:

**Start Smart:** Vocabulary and high-frequency word recognition will facilitate comprehension and the appreciation of fiction and non-fiction text. Writing to express ideas and emotions through narrative and descriptive styles will be introduced and incorporated in narrative and descriptive pieces. The application of grade-level phonics and word analysis skills is paramount.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

### Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

### 21st Century Themes:

**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)

### Unit Rationale Big Idea Question:

**Unit 1**  
What can we Learn when we try New Things?

### Learning Targets

<table>
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<tr>
<th>Standards</th>
<th>Number Common Core Standards for Mastery</th>
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<tr>
<td>R.L. 1, 5, 9, 10</td>
<td>RL.K.1 With prompting and support, ask and answer questions about key details in a text</td>
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<tr>
<td>R.I. 10</td>
<td>RL.K.10 Actively engage in group reading activities with purpose and understanding</td>
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<tr>
<td>R.F. 1, 2, 4</td>
<td>RL.K.5 Identify the front cover, back cover and title page of a book</td>
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<tr>
<td>S.L. 1, 2</td>
<td>RL.K.9 With Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</td>
</tr>
<tr>
<td>L. 1</td>
<td>RL.K.10 Actively engage in group reading activities with purpose and understanding</td>
</tr>
<tr>
<td></td>
<td>RF.K.1 Demonstrate understanding of organization and basic features of print</td>
</tr>
<tr>
<td></td>
<td>RF.K.2 Demonstrate understanding of spoken words, syllables and sounds</td>
</tr>
<tr>
<td></td>
<td>RF.K.4 Read emergent reader texts with purpose and understanding</td>
</tr>
<tr>
<td></td>
<td>SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</td>
</tr>
</tbody>
</table>
### Unit Essential Questions

**Reading:**
- Why do I want to learn to read?
- How does learning to read help me?
- How can pictures or illustrations tell a story?
- What do I look like when I am listening to a story?
- Why is it important to talk and listen to others?
- Are the words we speak out loud, the same as the words we see in the book?
- How is everyone special?
- Who is in your Family?
- What can you do?
  - Why do we have media?
  - What different types of media can I use for different purposes?

### Unit Enduring Understandings

**Reading:**
- Readers utilize speaking and listening skills to have discussions about reading.
- Readers see, experience, and understand how books are filled with information.
- Readers read a story by reading and talking about the pictures and reading the words.
- Readers are polite and respectful during reading discussions.
- Readers understand that other readers might have a different opinion or point of view – and that is okay.
- Readers listen attentively and quietly to read aloud – so they don’t miss any of the story.

### Unit Objectives:

**Reading:** *(September)*
- Recognize all upper and lowercase letters
- Demonstrate awareness of word boundaries
- Read high frequency words
- Understand organization of print
- Follow words in order
- Participate in collaborative conversation with partners
- Understand text read aloud
- Read emergent readers
- Understand words are separated by spaces
- Recognize and produce rhyming words
- Compare and contrast characters
- Build background knowledge
- Engage in group reading activities
- Put letters in order to make a word
- Count, pronounce, and segment syllables
- Understand syllables

### Evidence of Learning

**Formative Assessment**
- Class discussion
- Teacher observations
- Daily 5
- Literature discussions
- Literature responses
- Questioning
- Writer’s Notebook
- Self-Assessments
- Cooperative learning groups
- Writer’s Workshop
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Individual Whiteboards

**Summative Assessment**
- District leveling
- Participation and observation
- Anecdotal Records

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Equipment needed:**
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5 Station Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
• Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
• Listening: tradebooks, CDs, CD player, headphones
• Work on Writing: Writer’s Notebooks
• Wonders materials
  - response boards
  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - Classroom library tradebooks

**Teacher Notes:**

- Social Studies- friendship, Holidays: Columbus Day, Constitution Day
- Science- Fall, Weather; Living Organisms
- Health: Fire Safety, Bus Safety, Responsibility, Safety

Teachers should utilize Scott Foresman main selections and supplement with teacher-selected non-fiction books/genres.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.
### Other Resources:

- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)
- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)
- [http://www.commoncore.org](http://www.commoncore.org)

### Teacher Resources:

#### Reading:

- [http://www.ideportal.com](http://www.ideportal.com)
- [http://www.canteach.ca/elementary/songspoems.html](http://www.canteach.ca/elementary/songspoems.html)
- [http://www.teachersclubhouse.com/grammarskills.htm](http://www.teachersclubhouse.com/grammarskills.htm)
- [http://www.songsforteaching.com/kidzup/vowels.htm](http://www.songsforteaching.com/kidzup/vowels.htm)
- [http://www.teachers.net/lessonplans/subjects/literature/](http://www.teachers.net/lessonplans/subjects/literature/)
- [http://www.eduplace.com](http://www.eduplace.com)
- [http://www.brainpopjr.com](http://www.brainpopjr.com)
- [http://www.starfall.com](http://www.starfall.com)
- [http://www.abcy.com](http://www.abcy.com)
- [http://www.readinga-z.com](http://www.readinga-z.com)
- [http://www.readinglady.com](http://www.readinglady.com)
- [http://www.rif.org](http://www.rif.org)
- [http://www.fcrr.org](http://www.fcrr.org)
- [http://www.literacymalden.wikispaces.com/ReciprocalTeaching](http://www.literacymalden.wikispaces.com/ReciprocalTeaching)
- [http://www.ideportal.com](http://www.ideportal.com)

#### Writing:

- [http://www.canteach.ca/elementary/songspoems.html](http://www.canteach.ca/elementary/songspoems.html)
- [http://www.teachersclubhouse.com/grammarskills.htm](http://www.teachersclubhouse.com/grammarskills.htm)
- [http://www.teachers.net/lessonplans/subjects/literature/](http://www.teachers.net/lessonplans/subjects/literature/)
- [http://www.writemorestuff.com/pages/activities.html](http://www.writemorestuff.com/pages/activities.html)
- [http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html](http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html)
- [http://www.writingfx.com/](http://www.writingfx.com/)
- [http://www.storylineonline.net/](http://www.storylineonline.net/)

**Comprehension Connections** by Stephanie Harvey - Bridges to Strategic Reading

**Strategies that Work** by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

**Reciprocal Teaching at Work** by Lori D. Oczkus - Strategies for Improving Reading Comprehension

**Mosaic of Thought** by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

**Month by Month Phonics** by Patricia Cunningham

**Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling** by Patricia Cunningham

**Daily Word Ladders** by Timothy V. Rasinski

**Writing Mini-Lessons for First Grade** by Dorothy P. Hall

**Because Writing Matters: Improving Student Writing in Our Schools** by National Writing Project and Carl Nagin
# Unit 1 Overview

**Content Area:** Language Arts Literacy  
**Unit Title:** 1 Take a New Step  
**Target Course/Grade Level:** Kindergarten

## Unit Summary:

**Unit 1:** Vocabulary and high-frequency word recognition will facilitate comprehension and the appreciation of fiction and non-fiction text. The application of grade-level phonics and word analysis skills is paramount.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

## Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

## 21st Century Themes:

9.1 **Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 **Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 **Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

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## Unit Rationale Big Idea Question:

Unit 1  
What can we Learn when we try New Things?

## Learning Targets

### Unit Essential Questions

**Reading:**

- How do I become an engaged reader?
- Why is it important to talk and listen to others?
- Why is it important for me to follow our procedures when I am reading with a partner?
- How can we get along with new friends?
- How do baby animals move?
- How can your senses help you learn?

### Unit Enduring Understandings

**Reading:**

- Readers understand that there is a one to one correspondence between spoken and written words.
- Readers understand that written words are composed of letters that represent specific sounds.
- Readers build relationships around reading, so that the classroom becomes a community, where it is safe to take risks, to share ideas, and ask for help.
- Readers often retell and share stories with their friends.

### Unit Objectives:

**Reading:**

- Recognize all upper and lowercase letters
- Demonstrate awareness of word boundaries
- Read high frequency words
- Understand organization of print
- Follow words in order
- Participate in collaborative conversation with partners
- Understand text read aloud
- Read emergent readers
- Understand words are separated by spaces
- Recognize and produce rhyming words
- Compare and contrast characters
- Build background knowledge
- Engage in group reading activities
- Put letters in order to make a word
- Count, pronounce, and segment syllables
- Understand syllables

## Evidence of Learning

### Formative Assessment
- Class discussion
- Teacher observations
- Daily 5
- Literature discussions
- Literature responses
- Questioning
- Self-Assessments
- Cooperative learning groups
- Writer’s Workshop
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Individual Whiteboards

### Summative Assessment
- Unit 1 Assessment
- Participation and observation
- Anecdotal Records

## Modifications (ELLs, Special Education, Gifted and Talented)

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
• Use large print books, Braille, or books on CD (digital text)
• Follow all IEP modifications/504 plan
Gifted and Talented:
• Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
• Provide options, alternatives and choices to differentiate and broaden the curriculum
• Organize and offer flexible small group learning activities
• Provide whole group enrichment explorations
• Teach cognitive and methodological skills
• Use center, stations, or contracts
• Organize integrated problem-solving simulations
• Propose interest-based extension activities

**Equipment needed:**
• Computer with Internet access and projection capabilities
• Student Computers
• Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
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• Sticky Notes
• Graphic Organizers
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    - Read to Self: Leveled Readers
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    - Listening: tradebooks, CDs, CD player, headphones
    - Work on Writing: Writer’s Notebooks
  • Wonders materials
    - response boards
    - vocabulary cards
    - literature big book and anthology
    - interactive read-aloud cards
    - teaching posters
    - leveled readers
    - Classroom library tradebooks

**Teacher Notes**
• Social Studies- Columbus,
• Science- Fall
• Health: Fire Safety, Bullying

**Other Resources:**
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https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
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http://www.songforteaching.com/kidzup/vowels.htm
http://www.printabereadinggames.com/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
http://www.abcya.com
http://www.readinga-z.com
http://www.readinglady.com
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http://www.suite101.com/content/writing-poems-with-kids-a23148
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.zoodles.com/free-online-kids-games/kindergarten
http://www.storylineonline.net/

Writing Mini-Lessons for First Grade by Dorothy P. Hall
Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
**Unit 2 Overview**

**Content Area:** Language Arts Literacy  
**Unit Title:** 2 Let’s Explore  
**Target Course/Grade Level:** Kindergarten  

**Unit Summary:**  
Unit 2: Vocabulary and high-frequency word recognition will facilitate comprehension and the appreciation of fiction and non-fiction text. The application of grade-level phonics and word analysis skills is paramount.  

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**Unit Rationale Big Idea Question:**  
Unit 2  
What can you find out when you explore?  

**Learning Targets**

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<tr>
<th>Unit Essential Questions</th>
<th>Unit Enduring Understandings</th>
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</table>
| **Reading:**  
How do the readers ensure that they understand what they have read?  
What do readers do when they don’t understand what they have read?  
Do readers understand that writers use words to tell stories?  
How do tools help us to explore?  
What shapes do you see around you?  
What kind of bugs do you know about?  | **Reading:**  
Readers go about their reading with intention and focus to understand what they are reading.  
Readers experience and understand that books are filled with information.  
Letters make up sounds that make words.  
Letters make up chunks of sounds that make up words.  
Readers make predictions  
Readers ask and answer questions about key detail in a text |

**Unit Objectives:**  
**Reading:**  
- Recognize all upper and lowercase letters  
- Demonstrate awareness of word boundaries  
- Read high frequency words  
- Understand organization of print  
- Follow words in order
- Participate in collaborative conversation with partners
- Understand text real aloud
- Read emergent readers
- Understand words are separated by spaces
- Recognize and produce rhyming words
- Compare and contrast characters
- Build background knowledge
- Engage in group reading activities
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- Count, pronounce, and segment syllables
- Understand syllables
- Isolate initial, medial, and final sounds (Blend phonemes)
- Sort objects

**Evidence of Learning**

**Formative Assessment**
- Class discussion
- Teacher observations
- Daily 5
- Literature discussions
- Literature responses
- Questioning
- Self-Assessments
- Cooperative learning groups
- Writer’s Workshop
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Individual Whiteboards

**Summative Assessment**
- Unit 2 Assessment
- Participation and observation
- Anecdotal Records

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:
• Allow extra time to complete assignments or tests
• Work in a small group
• Allow answers to be given orally or dictated
• Use large print books, Braille, or books on CD (digital text)
• Follow all IEP modifications/504 plan

Gifted and Talented:
• Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
• Provide options, alternatives and choices to differentiate and broaden the curriculum
• Organize and offer flexible small group learning activities
• Provide whole group enrichment explorations
• Teach cognitive and methodological skills
• Use center, stations, or contracts
• Organize integrated problem-solving simulations
• Propose interest-based extension activities

Equipment needed:
• Computer with Internet access and projection capabilities
• Student Computers
• Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5 Station Materials
  - Management Board/chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
• Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
• Listening: tradebooks, CDs, CD player, headphones
• Work on Writing: Writer’s Notebooks
• Wonders materials
  - response boards
  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - Classroom library tradebooks

Teacher Notes
• Social Studies- Veterans Day; Thanksgiving; Election Day
• Science- Fall
• Health: Friendship

Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
Teacher Resources:

Reading:
http://www.ideportal.com
http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.songforteaching.com/kidzup/vowels.htm
http://www.printablereadinggames.com/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
http://www.starfall.com
http://www.abcyacom
http://www.readinga-z.com
http://www.readinglady.com
http://www.rif.org
http://www.fcrr.org
http://www.literacymalden.wikispaces.com/ReciprocalTeaching
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Comprehension Connections by Stephanie Harvey - Bridges to Strategic Reading
Strategies that Work by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement
Reciprocal Teaching at Work by Lori D. Oczkus - Strategies for Improving Reading Comprehension
Mosaic of Thought by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction
Month by Month Phonics by Patricia Cunningham
Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling by Patricia Cunningham
Daily Word Ladders by Timothy V. Rasinski

Writing:
http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.suite101.com/content/writing-poems-with-kids-a23148
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.zoodles.com/free-online-kids-games/Kindergarten
http://www.storylineonline.net/

Writing Mini-Lessons for First Grade by Dorothy P. Hall
Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
Unit 3 Overview

Content Area: Language Arts Literacy

Unit Title: Unit 3 Going Places

Target Course/Grade Level: Kindergarten

Unit Summary:
Unit 3: Vocabulary and high-frequency word recognition will facilitate comprehension and the appreciation of fiction and non-fiction text. The application of grade-level phonics and word analysis skills is paramount.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [link].

Primary Interdisciplinary Connections:
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [link].

21st Century Themes:
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx

Unit Rationale Big Idea Question:
Unit 3
What can we learn by going to different places?

Learning Targets

| Standards
| R.L. 1, 2, 3, 5, 6, 10 |
| R.I. 1, 7 |
| R.F. 2, 4 |
| S.L. 1, 2, 4 |
| L. 6 |

Number Common Core Standards for Mastery

RL.K.1 With prompting and support, ask and answer questions about key details in a text
RL.K.2 With prompting and support, retell familiar stories, including key details
RL.K.2 With prompting and support, retell familiar stories, including key details
RL.K.3 With prompting and support identify characters, setting, and major events in a story
RL.K.5 Recognize common types of texts
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
RL.K.10 Actively engage in group reading activities with purpose and understanding
RL.K.1 With prompting and support, ask and answer questions about key details of a text.
RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
RF.K.2 Demonstrate understanding of spoken words, syllables and sounds
RF.K.4 Read emergent reader texts with purpose and understanding
SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
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.
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional support
L.K.6 Use words and phrases acquires through conversations, reading and being read to, and responding to texts.

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<tr>
<td>How do readers apply reading strategies to improve understanding and fluency?</td>
<td>Readers understand there is a sequence to a story.</td>
</tr>
<tr>
<td>How is brainstorming effective when discussing a new topic?</td>
<td>Readers understand that punctuation can show expression.</td>
</tr>
<tr>
<td>How do basic features of print help me understand a story?</td>
<td>Readers understand that working with others to brainstorm can create more ideas.</td>
</tr>
<tr>
<td>What Rules do we Follow in Different Places?</td>
<td>Readers knowledge of sentence structure enhances comprehension and expression.</td>
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<tr>
<td>What are the Different Sounds you Hear?</td>
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<tr>
<td>What Places do you go to During the Week?</td>
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<td>- Understand text read aloud</td>
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<td>- Make connections between words and their use.</td>
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<td>- Identify author and illustrator and their role</td>
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<td>- Engage in group reading activity</td>
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<td>- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.</td>
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<td>- Write a letter or letters for most consonant and short-vowel sounds.</td>
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<td>- Read common high-frequency words</td>
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<td>- Being read to and respond to texts</td>
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<td>- Recognize and produce rhyming words.</td>
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<td>- Retell familiar stories</td>
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<td>- Long and short sounds with common spellings</td>
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<td>- Read emergent-readers text</td>
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<td>- Distinguish between similarly spelled words</td>
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· Self-Assessments
· Cooperative learning groups
· Writer’s Workshop
· Writing Assignments
· Teacher Conferences
· Portfolios
· Running Records
· Presentations
· Individual Whiteboards

**Summative Assessment**
- Unit 3 Assessment
- Participation and observation
- Anecdotal Records

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Equipment needed:**
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5 Station Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones
  - Work on Writing: Writer’s Notebooks
• Wonders materials
  - response boards
  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - Classroom library tradebooks

Teacher Notes
• Social Studies- Holidays (Christmas, Hanukkah, Kwanza, Diwali)
• Science- Winter (Snow)
• Health: hygiene

Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org

Teacher Resources:
Reading:
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http://www.printablereadinggames.com/
http://www.commoncore.org/maps/index.php/maps/grades/grade_k/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
http://www.starfall.com
http://www.abcya.com
http://www.readinga-z.com
http://www.readinglady.com
http://www.rif.org
http://www.fcrr.org
http://www.literacymalden.wikispaces.com/ReciprocalTeaching
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Writing:
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http://www.suite101.com/content/writing-poems-with-kids-a23148
http://www.commoncore.org/maps/index.php/maps/grades/grade_k/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.zoodles.com/free-online-kids-games/kindergarten
http://www.storylineonline.net/

Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
# Unit 4 Overview

**Content Area:** Language Arts Literacy  
**Unit Title:** Unit 4 Around the Neighborhood  
**Target Course/Grade Level:** Kindergarten

**Unit Summary:** Unit 4: Vocabulary and high-frequency word recognition will facilitate comprehension and the appreciation of fiction and non-fiction text. The application of grade-level phonics and word analysis skills is paramount.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards).

**Primary Interdisciplinary Connections:** Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

## 21st Century Themes:

9.1 **Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 **Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 **Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 **Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)

### Unit Rationale Big Idea Question:
Unit 4  
What do you know about the people and places in your neighborhood?

### Learning Targets

#### Standards

R.L. 1, 2, 3, 5, 6, 10  
R.I. 1, 7, 9  
R.F. 2, 4  
S.L. 1, 2, 4, 6  
L. 1, 2, 6

#### Number Common Core Standards for Mastery

**RL.K.1** With prompting and support, ask and answer questions about key details in a text.  
**RL.K.2** With prompting and support, retell familiar stories, including key details  
**RL.K.3** With prompting and support identify characters, setting, and major events in a story  
**RL.K.5** Recognize common types of texts  
**RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story  
**RL.K.10** Actively engage in group reading activities with purpose and understanding  
**RI.K.1** With prompting and support, ask and answer questions about key details of a text.  
**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear  
**RL.K.9** With prompting and support, compare and contrast the adventures and experience of characters in familiar stories  
**RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
**RF.K.1** Demonstrate understanding of the organization in basic features of print  
**RF.K.4** Read emergent reader texts with purpose and understanding  
**SL.K.1** Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups
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.
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional support.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.2 Demonstrate commands of the conventions of standard English capitalization, punctuation and spelling when writing.

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<tr>
<td>How does organized story structure (beginning, middle, and end) lead to understanding?</td>
<td>Readers can retell a story from beginning to end with understanding.</td>
</tr>
<tr>
<td>How do readers understand the organization and basic features of text?</td>
<td>Readers read from left to right through a paragraph across more than a line of print, and return sweep to next line of print.</td>
</tr>
<tr>
<td>How do words and picture connect?</td>
<td>Readers search for and use information in pictures and print.</td>
</tr>
<tr>
<td>Why are the basic features of text?</td>
<td>Readers demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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<tr>
<td>Why do author organize text?</td>
<td></td>
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<tr>
<td>What do people use to do their jobs?</td>
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<tr>
<td>Who are your neighbors?</td>
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<td>How can people help to make your community better?</td>
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<td>- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.</td>
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<td>- Associate long/short vowel sounds with common spellings for 5 major vowels</td>
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<td>- Write a letter or letters for most consonant and short-vowel sounds.</td>
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<td>- Presentations</td>
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<td>- Individual Whiteboards</td>
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| **Summative Assessment** |
| - District Leveling |
| - Participation and observation |
| - Anecdotal Records |

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
• Provide whole group enrichment explorations
• Teach cognitive and methodological skills
• Use center, stations, or contracts
• Organize integrated problem-solving simulations
• Propose interest-based extension activities

**Equipment needed:**
• Computer with Internet access and projection capabilities
• Student Computers
• Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5 Station Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones
  - Work on Writing: Writer’s Notebooks
• Wonders materials
  - response boards
  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - Classroom library tradebooks

**Teacher Notes**
• Social Studies- Martin Luther King, Chinese New Year, New Years
• Science- Winter (Snow)
• Health: nutrition

**Other Resources:**
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org

**Teacher Resources:**
**Reading:**
http://www.ideportal.com
http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.songsforteaching.com/kidzup/vowels.htm
Unit 5 Overview

**Content Area:** Language Arts Literacy

**Unit Title:** Unit 5 Wonders of Nature

**Target Course/Grade Level:** Kindergarten

**Unit Summary:** Unit 5: Vocabulary and high-frequency word recognition will facilitate comprehension and the appreciation of fiction and non-fiction text. The application of grade-level phonics and word analysis skills is paramount.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards).

**Primary Interdisciplinary Connections:**
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21st Century Themes:**
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)

**Unit Rationale Big Idea Question:**
Unit 5
What kinds of things can you find growing in nature?

**Learning Targets**

<table>
<thead>
<tr>
<th>Standards</th>
<th>R.L. 1, 2, 3, 5, 6, 7, 9, 10</th>
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**Number Common Core Standards for Mastery**

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details
- RL.K.3 With prompting and support identify characters, setting, and major events in a story
- RL.K.5 Recognize common types of texts
- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
- RL.K.7 With prompting and support describe the relationship between illustration and the story in which they appear RL.K.9 With prompting and support, compare and contrast the adventures and experience of characters in familiar stories
- RL.K.9 With prompting and support, compare and contrast the adventures and experience of characters in familiar stories
- RL.K.10 Actively engage in group reading activities with purpose and understanding
- RI.K.1 With prompting and support, ask and answer questions about key details of a text.
- RI.K.2 With prompting and support identify the main topic and retell key details of a text
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RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
RI.K.9 With prompting and support identify basic similarities in and differences between two texts on the same topic
RI.K.10 Actively engage in group reading activities with purpose and understanding
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RF.K.1 Demonstrate understanding of the organization in basic features of print
RF.K.3 Know and apply grade level phonics and word analysis skills in decoding words
RF.K.4 Read emergent reader texts with purpose and understanding
SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups
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.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional support.
SL.K.5 Add drawings or other visual displays to description as desired to provide additional details
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Unit Essential Questions**
**Reading:**
- How do characters impact the story line?
- How does chunking sounds help the readers recognize new words?
- What do living things need to grow?
- How do living things change as they grow?
- What kind of things grows on a farm?

**Unit Enduring Understandings**
**Reading:**
- Readers understand that understanding, who the characters are helps understand the story.
- Readers use the beginning, middle, and end to help figure out what the story is about.
- Readers chunk sounds to read words.
- Readers transfer print knowledge to reading.
- Readers develop fluency when reading sight words in text.

**Unit Objectives:**
**Reading:**
- Understand text read aloud
- Make connections between words and their use.
- Identify author and illustrator and their role
- Engage in group reading activity
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.
- Associate long/short vowel sounds with common spellings for 5 major vowels
- Write a letter or letters for most consonant and short-vowel sounds.
- Read common high-frequency words
- Being read to and respond to texts
- Recognize and produce rhyming words.
- Retell familiar stories
- Long and short sounds with common spellings
- Read emergent-readers text
- Distinguish between similarly spelled words
- Recognize characteristics of fiction
- Recognizing that letters have different sounds

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**Modifications (ELLs, Special Education, Gifted and Talented)**

- ELL:
  • Work toward longer passages as skills in English increase
  • Use visuals
  • Introduce key vocabulary before lesson
  • Teacher models reading aloud daily
• Provide peer tutoring
• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:
• Allow extra time to complete assignments or tests
• Work in a small group
• Allow answers to be given orally or dictated
• Use large print books, Braille, or books on CD (digital text)
• Follow all IEP modifications/504 plan

Gifted and Talented:
• Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
• Provide options, alternatives and choices to differentiate and broaden the curriculum
• Organize and offer flexible small group learning activities
• Provide whole group enrichment explorations
• Teach cognitive and methodological skills
• Use center, stations, or contracts
• Organize integrated problem-solving simulations
• Propose interest-based extension activities

Equipment needed:
• Computer with Internet access and projection capabilities
• Student Computers
• Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5 Station Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones
  - Work on Writing: Writer’s Notebooks
• Wonders materials
  - response boards
  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - Classroom library tradebooks

Teacher Notes
• Social Studies- Valentine’s Day, President’s Day, Black History Month
• Science- Winter (Snow), plants
• Health: Dental Hygiene

Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org

Teacher Resources:

Reading:
http://www.ideportal.com
http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.songsforteaching.com/kidzup/vowels.htm
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
http://www.starfall.com
http://www.abcya.com
http://www.readinga-z.com
http://www.readinglady.com
http://www.rif.org
http://www.fcrr.org
http://www.literacymalden.wikispaces.com/ReciprocalTeaching
http://www.ideportal.com

Comprehension Connections by Stephanie Harvey -Bridges to Strategic Reading
Strategies that Work by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement
Reciprocal Teaching at Work by Lori D. Oczkus -Strategies for Improving Reading Comprehension
Mosaic of Thought by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction
Month by Month Phonics by Patricia Cunningham
Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling by Patricia Cunningham
Daily Word Ladders by Timothy V. Rasinski

Writing:
http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.suite101.com/content/writing-poems-with-kids-a23148
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://http://www.storylineonline.net/

Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
Unit 6 Overview

Content Area: Language Arts Literacy

Unit Title: Unit 6 Weather for all Seasons

Target Course/Grade Level: Kindergarten

Unit Summary: Unit 6: Vocabulary and high-frequency word recognition will facilitate comprehension and the appreciation of fiction and non-fiction text. The application of grade-level phonics and word analysis skills is paramount.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards

Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:
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Unit Rationale Big Idea Question:
Unit 6
How do weather and seasons affect us?

Learning Targets

Number Common Core Standards for Mastery

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details
RL.K.5 Recognize common types of texts
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SL.K.5 Add drawings or other visual displays to description as desired to provide additional details
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.K.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content
L.K.5 With guidance and support explore word relationships and nuances in word meanings
L.K.6 Use words and phrases acquires through conversations, reading and being read to, and responding to texts

Unit Essential Questions
Reading:
- How do readers use their personal experiences to help them relate to a story?
- Why does an author use descriptive language to help a reader picture the story?
- How are the seasons different?
- What happens in different kinds of weather?
- How can you stay safe in bad weather?

Unit Enduring Understandings
Reading:
- Readers recall from their personal experiences to help make meaning.
- Readers demonstrate understanding of written words, syllables, and sounds.

Unit Objectives:
Reading:
- Understand text read aloud
- Make connections between words and their use.
- Identify author and illustrator and their role
- Engage in group reading activity
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.
- Associate long/short vowel sounds with common spellings for 5 major vowels
- Write a letter or letters for most consonant and short-vowel sounds.
- Read common high-frequency words
- Being read to and respond to texts
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- Retell familiar stories
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- Read emergent-readers text
- Distinguish between similarly spelled words
- Recognize characteristics of fiction
- Recognizing that letters have different sounds
- Visualize

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**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
• Organize and offer flexible small group learning activities
• Provide whole group enrichment explorations
• Teach cognitive and methodological skills
• Use center, stations, or contracts
• Organize integrated problem-solving simulations
• Propose interest-based extension activities

**Equipment needed:**
• Computer with Internet access and projection capabilities
• Student Computers
• Whiteboards
• Audio Materials (CDs, CD players)
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  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - Classroom library tradebooks

**Teacher Notes**
• Social Studies- Women in History, St. Patrick’s Day,
• Science- Weather, Spring
• Health: Be heart healthy

**Other Resources:**
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
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http://www.songsforteaching.com/kidzup/vowels.htm
http://www.printablereadinggames.com/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
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http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.zoodles.com/free-online-kids-games/kinergarten
http://www.storylineonline.net/

Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
## Unit 7 Overview

| **Content Area:** Language Arts Literacy |
| **Unit Title:** Unit 7 The Animal Kingdom |
| **Target Course/Grade Level:** Kindergarten |

### Unit Summary:
- **Unit 7 Identify:** Vocabulary and high-frequency word recognition will facilitate comprehension and the appreciation of fiction and non-fiction text. The application of grade-level phonics and word analysis skills is paramount.
- **College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

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- **9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
- **9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- **9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)

### Unit Rationale Big Idea Question:
**Unit 7**
What are different kinds of animals?

### Learning Targets

#### Standards
- **R.L.** 1, 2, 3, 5, 6, 7, 9, 10
- **R.I.** 1, 2, 3, 4, 5, 6, 9, 10
- **R.F.** 1, 2, 3, 4
- **S.L.** 1, 2, 3, 4, 5, 6
- **L.** 1, 4, 5

#### Number Common Core Standards for Mastery
- **RL.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support identify characters, settings, and major events in a story
- **RL.K.5** Recognize common types of texts
- **RL.K.4** Ask and answer questions about unknown words in a text.
- **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RL.K.7** With prompting and support describe the relationship between illustration and the story in which they appear.
- **RL.K.8** With prompting and support, compare and contrast the adventures and experience of characters in familiar stories.
- **RL.K.9** With prompting and support, compare and contrast the adventures and experience of characters in familiar stories.
- **RL.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.1** With prompting and support, ask and answer questions about key details 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 answer questions about unknown words in a text.
- **RI.K.5** Identify the front and back cover and title page of a book.
- **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.K.9** With prompting and support identify basic similarities in and differences between two texts on the same topic.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
Unit Essential Questions

Reading:
Why is it important to retell a story in sequential order?

How do I focus on what is important in a story?

How are some animals alike and how are they different?

How do you take care of different kinds of pets?

Where do animals live?

Unit Enduring Understandings

Reading:
Readers listen or read a story and identify story elements through pictures or words.

Readers retell a story in the correct sequence.

Unit Objectives:

Reading: (September)

- Read high frequency words
- Participate in collaborative conversation with partners
- Recognize common types of texts
- Ask and answer questions about unknown words
- Add/substitute sounds to make new words
- Read emergent readers
- Engage in group reading activities
- Blend and segment syllables
- Identify connections between words and use
- Sound out three syllable words
- Use long/short vowels when spelling
- Use nouns and verbs
- Sort names of objects by initial sound

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<td>• Unit 7 Assessment</td>
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<td>• Participation and observation</td>
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<td>• Anecdotal Records</td>
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**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
• Organize and offer flexible small group learning activities
• Provide whole group enrichment explorations
• Teach cognitive and methodological skills
• Use center, stations, or contracts
• Organize integrated problem-solving simulations
• Propose interest-based extension activities

**Equipment needed:**
• Computer with Internet access and projection capabilities
• Student Computers
• Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5 Station Materials
  - Management Board/chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones
  - Work on Writing: Writer’s Notebooks
• Wonders materials
  - response boards
  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - Classroom library tradebooks

**Teacher Notes**
• Social Studies- Earth Day, Arbor Day, Easter, Passover
• Science- Spring, baby animals
• Health: Playground Safety

**Other Resources:**
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org

**Teacher Resources:**
Reading:
http://www.ideportal.com
http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.songsforteaching.com/kidzup/vowels.htm
Unit 8 Overview

Content Area: Language Arts Literacy

Unit Title: Unit 8 From Here to There

Target Course/Grade Level: Kindergarten

Unit Summary:
Unit 8: Vocabulary and high-frequency word recognition will facilitate comprehension and the appreciation of fiction and non-fiction text. The application of grade-level phonics and word analysis skills is paramount.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards.

Primary Interdisciplinary Connections:
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx

Unit Rationale Big Idea Question:
Unit 8
Where can you go that is near and far?

Learning Targets

Standards
R.L. 1, 2, 3, 5, 6, 7, 9, 10
R.I. 1, 2, 3, 4, 5, 6, 8, 9, 10
R.F. 1, 2, 3, 4
S.L. 1, 2, 3, 4, 5, 6
L. 1, 2, 5, 6

Number Common Core Standards for Mastery
RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details
RL.K.3 With prompting and support identify characters, settings, and major events in a story
RL.K.5 Recognize common types of texts
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
RL.K.7 With prompting and support describe the relationship between illustration and the story in which they appear
RL.K.9 With prompting and support, compare and contrast the adventures and experience of characters in familiar stories
RL.K.10 Actively engage in group reading activities with purpose and understanding
RI.K.1 With prompting and support, ask and answer questions about key details of a text.
RI.K.2 With Prompting and support, identify the main topics 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 answer questions about unknown words in a text.
RI.K.5 Identify the front and back cover and title page of a book.
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<tr>
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<tr>
<td><strong>Reading:</strong></td>
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<tr>
<td>How will readers use different texts to retell a story?</td>
<td>Readers read different text and retell key details.</td>
</tr>
<tr>
<td>How does understanding the concept of a sentence help our fluency when reading a story?</td>
<td>Readers ask “Who, What, Where, “questions?</td>
</tr>
<tr>
<td>Why do readers formulate questions to understand a story?</td>
<td>Readers read to discover all parts of their books and how they go together.</td>
</tr>
<tr>
<td>What can help you go from here to there?</td>
<td></td>
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<tr>
<td>What do you know about our country?</td>
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<tr>
<td>What do you see in the sky?</td>
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<td>• Make connections between words and their use.</td>
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<tr>
<td>• Identify author and illustrator and their role</td>
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- Engage in group reading activity
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.
- Demonstrate basic knowledge of one-to-one letter sound correspondences
- Write a letter or letters for most consonant and short-vowel sounds.
- Read common high-frequency words
- Being read to and respond to texts
- Recognize and produce rhyming words.
- Retell familiar stories
- Long and short sounds with common spellings
- Read emergent-readers text
- Distinguish between similarly spelled words
- Identify real-life connections between words and their use.
- Understand text read aloud through information presented orally through asking and answering questions.
- Use words and phrases acquired through conversations
- Compare and contrast the adventures and experiences of characters in familiar stories
- Prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in text.
- Speak audibly and express thoughts, feelings, and ideas clearly.

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• Provide peer tutoring
• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:
• Allow extra time to complete assignments or tests
• Work in a small group
• Allow answers to be given orally or dictated
• Use large print books, Braille, or books on CD (digital text)
• Follow all IEP modifications/504 plan

Gifted and Talented:
• Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
• Provide options, alternatives and choices to differentiate and broaden the curriculum
• Organize and offer flexible small group learning activities
• Provide whole group enrichment explorations
• Teach cognitive and methodological skills
• Use center, stations, or contracts
• Organize integrated problem-solving simulations
• Propose interest-based extension activities

Equipment needed:
• Computer with Internet access and projection capabilities
• Student Computers
• Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5 Station Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones
  - Work on Writing: Writer’s Notebooks
• Wonders materials
  - response boards
  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - Classroom library tradebooks

Teacher Notes
• Social Studies- Mother’s Day, Memorial Day, Travel, Transportation, United States
• Science- Butterflies, Ladybugs, Time of Day, Space,
• Health: Playground Safety, Bike Safety

Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org
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http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.songsforteaching.com/kidzup/vowels.htm
http://www.printableneadingames.com/
http://www.commoncore.org/maps/index.php/maps/grades/grade_k/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
http://www.starfall.com
http://www.abcyacom
http://www.readinga-z.com
http://www.readinglady.com
http://www.rif.org
http://www.fcrr.org
http://www.literacywith.com/ReciprocalTeaching
Comprehension Connections by Stephanie Harvey -Bridges to Strategic Reading
Strategies that Work by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement
Reciprocal Teaching at Work by Lori D. Oczkus -Strategies for Improving Reading Comprehension
Mosaic of Thought by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction
Month by Month Phonics by Patricia Cunningham
Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling by Patricia Cunningham
Daily Word Ladders by Timothy V. Rasinski

Writing:
http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.suite101.com/content/writing-poems-with-kids-a23148
http://www.commoncore.org/maps/index.php/maps/grades/grade_k/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.zoodles.com/free-online-kids-games/Kindergarten
http://www.storylineonline.net/
Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
**Unit 9 Overview**

**Content Area:** Language Arts Literacy

**Unit Title:** Unit 9 How Things Change

**Target Course/Grade Level:** Kindergarten

**Unit Summary:**
Unit 9: Vocabulary and high-frequency word recognition will facilitate comprehension and the appreciation of fiction and non-fiction text. The application of grade-level phonics and word analysis skills is paramount.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

**Primary Interdisciplinary Connections:**
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21st Century Themes:**
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)

**Unit Rationale Big Idea Question:**
Unit 9 How do Things Change?

**Learning Targets**

**Standards**
- R.L. 1, 2, 3, 4, 5, 6, 7, 9, 10
- R.I. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- R.F. 1, 2, 4
- S.L. 1, 2, 3, 4, 5, 6
- L. 1, 2, 4, 5, 6

**Number Common Core Standards for Mastery**
- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details
- RL.K.3 With prompting and support identify characters, settings, and major events in a story
- RL.K.5 Recognize common types of texts
- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
- RL.K.7 With prompting and support describe the relationship between illustration and the story in which they appear
- RL.K.9 With prompting and support, compare and contrast the adventures and experience of characters in familiar stories
- RL.K.10 Actively engage in group reading activities with purpose and understanding
- RI.K.1 With prompting and support, ask and answer questions about key details of 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 answer questions about unknown words in a text.
- RI.K.5 Identify the front and back cover and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9 With prompting and support identify basic similarities in and differences between two texts on the same topic
RI.K.10 Actively engage in group reading activities with purpose and understanding
RF.K.1 Demonstrate understanding of the organization in basic features of print
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds
RF.K.4 Read emergent reader texts with purpose and understanding
SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups
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
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional support
SL.K.5 Add drawings or other visual displays to description as desired to provide additional details
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.K.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.
L.K.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content
L.K.5 With guidance and support explore word relationships and nuances in word meanings
L.K.6 Use words and phrases acquires through conversations, reading and being read to, and responding to texts.

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<td><strong>Reading:</strong></td>
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<tr>
<td>What is the purpose of my reading?</td>
<td>Readers read for many purposes: enjoyment, information, and directions.</td>
</tr>
<tr>
<td>How does expression make my reading more enjoyable?</td>
<td>Readers recognize various types of reading: poetry, fairy tales, fiction, nonfiction, picture books, songs, and environmental print.</td>
</tr>
<tr>
<td>How can you help out at home?</td>
<td>Readers use more than one book to build knowledge about a topic.</td>
</tr>
<tr>
<td>What do good citizens do?</td>
<td>Readers use our voices, faces and gestures to read to make our books come alive.</td>
</tr>
<tr>
<td>How can things in nature be used to make new things?</td>
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<td><strong>Reading:</strong></td>
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<td>- Make connections between words and their use.</td>
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<td>- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.</td>
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<td>- Demonstrate basic knowledge of one-to-one letter sound correspondences</td>
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<td>- Write a letter or letters for most consonant and short-vowel sounds.</td>
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- Recognize and produce rhyming words.
- Retell familiar stories
- Long and short sounds with common spellings
- Read emergent-readers text
- Distinguish between similarly spelled words
- Identify real-life connections between words and their use.
- Understand text read aloud through information presented orally through asking and answering questions.
- Use words and phrases acquired through conversations
- Compare and contrast the adventures and experiences of characters in familiar stories
- Prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in text.
- Speak audibly and express thoughts, feelings, and ideas clearly.

### Evidence of Learning

#### Formative Assessment
- Class discussion
- Teacher observations
- Daily 5
- Literature discussions
- Literature responses
- Questioning
- Self-Assessments
- Cooperative learning groups
- Writer’s Workshop
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Individual Whiteboards

#### Summative Assessment
- Participation and observation
- Anecdotal Records

#### Modifications (ELLs, Special Education, Gifted and Talented)
**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
• Follow all IEP modifications/504 plan
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  • Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
  • Provide options, alternatives and choices to differentiate and broaden the curriculum
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• Wonders materials
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  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - Classroom library tradebooks

**Teacher Notes**
• Social Studies- Flag Day, Father’s Day,
• Science- Butterflies, Ladybugs, Natural Resources
• Health: Water Safety, Good Citizenship

**Other Resources:**
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org

**Teacher Resources:**
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http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
Content Area: English Language Arts

Course Title: ELA: Writer’s Workshop

Grade Level: Kindergarten

**Smart Start/Unit 1:**
Launch Workshop Model, Personal Narrative Writing, Sentence Structure, Letter Recognition, High Frequency Words

September-October

**Unit 2/Unit 3**
Explanatory Writing/Opinion Writing
High Frequency Words, Sentence Structure, verbs

November-December

**Unit 4/Unit 5:**
Personal Narrative/Opinion Writing, Descriptive Sentences, Sentence Structure, Adjectives, Pronouns, High Frequency Words

January-February

**Unit 6/Unit 7:**
Informative Writing, Fiction/Explanatory Writing, High Frequency Words, Sentence Structure, Proper Nouns

March-April

**Unit 8/Unit 9:**
Opinion Writing/Celebration, High Frequency Words, Sentence Structure, Prepositions, Adjectives

May-June

Date Created: July 22, 2014

Board Approved on: September 16, 2014
**Unit 1 Overview**

**Content Area:** Writing  
**Unit Title:** Start Smart / Unit 1  
**Target Course/Grade Level:** Kindergarten

**Unit Summary:**
- Story structure  
- Concepts of letters and words  
- Use of illustrations, letters and/or words to write  
- Listen to comprehend, speak to communicate

*This unit serves as a guide to complement each district’s language arts literacy curriculum. Each district will use this document in conjunction with its individual curriculum mapping and or scope and sequence.*

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards

**Primary interdisciplinary connections:**
- Math  
- Social Studies  
  [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)  
- Science  
  [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)

**21st century themes:**

9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 **Personal Financial Literacy** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 **Career Awareness, Exploration, and Preparation** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

9.4 **Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)
# Unit Rationale Big Idea Question:
Start Smart/Unit 1

*I'm an author learning to draw and write letters*

*Learning to expand a drawing, letters to words and sentences*

## Learning Targets

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>L.K.1</td>
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<td>L.K.2</td>
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<td>L.K.5</td>
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<tr>
<td>W.K.1</td>
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<td>W.K.5</td>
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<td>W.K.6</td>
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<tr>
<td>RF.K.3c</td>
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<tr>
<td>SL.K1</td>
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<tr>
<td>W.K.1</td>
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</table>

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

- **W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- **W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

- **L.K.1** Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

- **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meaning.

- **S.L.K1** Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small or large groups.

- **RF.K.3c** Read common high frequency words by sight.

## Content Statements

- **Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

- **Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- **Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

- **Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

- **Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

## Number Common Core Standards for Mastery

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.RF.K.3.c</th>
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<tbody>
<tr>
<td>Read common high-frequency words by sight (I, can, the, we, see)</td>
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<tbody>
<tr>
<td>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
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<td>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.</td>
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<td>Production and Distribution of Writing:</td>
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52
(W.K.4 begins in grade 3)
CCSS.ELA-Literacy.W.K.5
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCSS.ELA-Literacy.W.K.6
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge:
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.W.K.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.W.K.9
(W.K.9 begins in grade 4)
Range of Writing:
CCSS.ELA-Literacy.W.K.10
(W.K.10 begins in grade 3)

Unit Essential Questions
- What tools can I use to write?
- What ideas do I want to share on paper?
- How can I share my ideas on paper?
- What purpose is there to drawing pictures instead of writing words?
- How will others understand what my picture is saying?
- What is an author?
- What tools do you need to become a writer?
- How can I communicate what I am saying through a picture?
- Why do writers write?
- How can I help a reader understand my writing?
- How do letter patterns and letter sounds help me write words I do not know?

Unit Enduring Understandings
- I am an author, and I can show readers in words and pictures what I am thinking.
- Authors use many tools.
- Authors think and plan before they write or draw.
- Authors write and draw for different reasons.
- Drawing pictures helps readers understand my thoughts.
- Authors write to share opinions and information.
- Using pictures and words authors can show others what they are thinking.
- Writers write for many purposes.
- Writers write to tell what is happening in a story.
- Writers follow rules.
- Writers follow one topic.
- Writers think and plan before they draw and write.
- Letters make words.
- Letter order is important in words.
- Words are different sizes.
- Words use lowercase letters, only special words begin with uppercase letters
- I can use beginning letter sounds to write words.

Unit Objectives:
Writing/Spelling: (September/October)
Introduce Daily 5
With Guidance and support
Use a combination drawing and writing to compose a piece
Add details to work
Use a variety of tools to publish
Share in writing projects
Explore a variety of books
Recall information
Print upper and lower case letters
Use frequently occurring noun and verbs
Sort common objects into categories
Identify real life connection between words and their use
Use classroom library
learn that when information is needed, you can access it through books, internet, video, and people

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**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Equipment needed:**
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
• Daily 5 Station Materials
  - Management Board/chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones
  - Work on Writing: Writer’s Notebooks
• Wonders materials
  - response boards
  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - classroom library tradebooks
  - - high frequency cards
  - sound spelling cards
  - reading writing workshop big book
  - photo cards
  - visual vocabulary cards

Teacher Notes:
1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Writing:
  o Use written and oral English appropriate for various purposes and audiences.
  o Create and develop texts that include the following text features:
· Development: the topic, theme, stand/perspective, argument or character is fully developed
· Organization: the test exhibits a discernible progression of ideas
· Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
· Word choice: the words are precise and vivid
  o Create and develop texts that include the following language conventions:
    · Sentence formation: sentences are complete and varied in length and structure
    · Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org

Teacher Resources:
Reading:
http://www.ideportal.com
http://www.canteach.ca/elementary/songpoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.songsforteaching.com/kidzup/vowels.htm
http://www.printablereadings.com/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
http://www.starfall.com
http://www.abcy.a.com
http://www.readinga-z.com
http://www.readinglad.com
http://www.rif.org
http://www.fcrr.org
http://www.literacymalden.wikispaces.com/ReciprocalTeaching
http://www.ideportal.com

Comprehension Connections by Stephanie Harvey - Bridges to Strategic Reading
Strategies that Work by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement
Reciprocal Teaching at Work by Lori D. Oczkus - Strategies for Improving Reading Comprehension
Mosaic of Thought by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction
Month by Month Phonics by Patricia Cunningham
Daily Word Ladders by Timothy V. Rasinski

Writing:
http://www.canteach.ca/elementary/songpoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.suite101.com/content/writing-poems-with-kids-a23148
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.storylineonline.net/

Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
**Unit 2 Overview**

<table>
<thead>
<tr>
<th>Content Area: Writing</th>
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<tbody>
<tr>
<td>Unit Title: Unit 2</td>
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<tr>
<td>Target Course/Grade Level: Kindergarten</td>
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**Unit Summary:**
- Story structure
- Concepts of letters and words
- Use of illustrations, letters and/or words to write
- Listen to comprehend, speak to communicate

This unit serves as a guide to complement each district’s language arts literacy curriculum. Each district will use this document in conjunction with its individual curriculum mapping and or scope and sequence.

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**Primary interdisciplinary connections:**
- Math
- Social Studies
  - https://www13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
- Science
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**21st century themes:**
- 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
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**Unit Rationale Big Idea Question:**
Unit 2

**Learning to Write Words**

**Using words to label my picture and build sentences**
Learning Targets

Standards:
W.K.2
W.K.5
W.K.6
W.K.7
W.K.8.
L.K.1
L.K.2
L.K.5
L.K.6
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
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).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
L.K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meaning
L.K.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts

Content Statements

Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Speaking: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Listening: All students will listen actively to information from a variety of sources in a variety of situations.

Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Number Common Core Standards for Mastery
CCSS.ELA-Literacy.RF.K.3.c
Read common high-frequency words by sight (a, like)

Text Types and Purposes:
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Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
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CCSS.ELA-Literacy.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.

Production and Distribution of Writing:
CCSS.ELA-Literacy.W.K.4
(W.K.4 begins in grade 3)
CCSS.ELA-Literacy.W.K.5
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**CCSS.ELA-Literacy.W.K.6**
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge:**

**CCSS.ELA-Literacy.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).

**CCSS.ELA-Literacy.W.K.8**
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

(W.K.9 begins in grade 4)

**CCSS.ELA-Literacy.W.K.9**
Range of Writing:

**CCSS.ELA-Literacy.W.K.10**
(W.K.10 begins in grade 3)

### Unit Essential Questions
- How is the written language different than spoken language?
- How do letter patterns and letter sounds help me write sentences?
- What makes something important to inform other readers?

### Unit Enduring Understandings
- Writers write to inform.
- Writers use details to enhance their story.
- Letters make words.
- Words make sentences.
- Words use lowercase letters, only special words begin with uppercase letters.

### Unit Objectives:

**Writing/Spelling: (November)**

**With Guidance and support**
- Use a combination drawing and writing to compose a piece
- Add details to work
- Use a variety of tools to publish
- Share in writing projects
- Explore a variety of books
- Recall information
- Print upper and lower case letters legibly
- Use frequently occurring noun and verbs
- Sort common objects into categories
- Identify real life connection between words and their use
- Use classroom library
- Learn that when information is needed, you can access it through
- Use books, internet, video, and people
- Respond text

### Evidence of Learning

**Formative Assessment**

- Class discussion
- Teacher observations
- Daily 5
- Unit Assessments
- Questioning
- Cooperative learning groups
- Writer’s Workshop
- Writing Assignments
- Teacher Conferences
Portfolios
Running Records
Individual Whiteboards

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**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
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- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
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  - Work on Writing: Writer’s Notebooks
- Wonders materials
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- teaching posters
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- classroom library tradebooks
- high frequency cards
- sound spelling cards
- reading writing workshop big book
- photo cards
- visual vocabulary cards

**Teacher Notes:**

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3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**Writing:**

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the test exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.
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http://www.songsforteaching.com/kidzup/vowels.htm
http://www.printablereadinggames.com/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
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http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.storylineonline.net/

Writing Mini-Lessons for First Grade by Dorothy P. Hall

Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
Unit 3 Overview

Content Area: Writing

Unit Title: Unit 3

Target Course/Grade Level: Kindergarten

Unit Summary:
- Story structure
- Concepts of letters and words
- Use of illustrations, letters and/or words to write
- Listen to comprehend, speak to communicate

This unit serves as a guide to complement each district’s language arts literacy curriculum. Each district will use this document in conjunction with its individual curriculum mapping and or scope and sequence.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards

Primary interdisciplinary connections:
- Social Studies https://www13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
- Science https://www13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx

21st century themes:
9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

Unit Rationale Big Idea Question:
Unit 3
Learn to Write Sentences
Stretching sentences to match my picture and write my story
Learning Targets

Standards:
W.K.1
W.K.5
W.K.6
W.K.7
W.K.8.
L.K.1
L.K.2
L.K.5
L.K.6
W.K.1 Use a combination of drawing, dictating, and writing to compose 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 under discussion.
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
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).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
L.K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meaning.
L.K.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Content Statements
Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
Speaking: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
Listening: All students will listen actively to information from a variety of sources in a variety of situations.
Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Number Common Core Standards for Mastery
CCSS.ELA-Literacy.RF.K.3.c
Read common high-frequency words by sight (the, we, see).
Text Types and Purposes:
CCSS.ELA-Literacy.W.K.1
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
CCSS.ELA-Literacy.W.K.2
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCSS.ELA-Literacy.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.
Production and Distribution of Writing:
CCSS.ELA-Literacy.W.K.4
(W.K.4 begins in grade 3)
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

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

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

(W.K.9 begins in grade 4)

(W.K.10 begins in grade 3)

**Unit Essential Questions**

- What is an author?
- What tools do you need to become a writer?
- How can I communicate what I am saying through a picture?
- Why do writers write?
- How can I help a reader understand my writing?
- How do letter patterns and letter sounds help me write words I do not know?

**Unit Enduring Understandings**

- Writers write for many purposes.
- Writers write to tell what is happening in a story.
- Writers follow one topic.
- Writers think and plan before they draw and write.
- Letters make words.
- Letter order is important to words.
- Words are different sizes.
- Words use lowercase letters only special words begin with uppercase letters.
- I can use beginning letter sounds to write words.

**Unit Objectives:**

**Writing/Spelling: (December)**

Use a combination drawing and writing to compose a piece
Add details to work
Use a variety of tools to publish
Share in writing projects
Explore a variety of books
Recall information
Print upper and lower case letters legibly
Use frequently occurring noun and verbs
Sort common objects into categories
Identify real life connection between words and their use
Use classroom library
Learn that when information is needed, you can access it through books, internet, video, and people
Respond text
Create an opinion piece
### Evidence of Learning

#### Formative Assessment
- Class discussion
- Teacher observations
- Daily 5
- Unit Assessments
- Questioning
- Cooperative learning groups
- Writer’s Workshop
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Individual Whiteboards

#### Summative Assessment
- District Writing benchmark - opinion
- End-of-unit tests
- Participation and observation
- Anecdotal Records

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Equipment needed:**
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
Print Materials
Manipulatives
Journals
Sticky Notes
Graphic Organizers
Chart paper, chart stand and Pocket Chart
Daily 5 Station Materials
- Management Board/chimes
- Read to Self: Leveled Readers
- Read to Someone: Leveled Readers
- Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
- Listening: tradebooks, CDs, CD player, headphones
- Work on Writing: Writer’s Notebooks
Wonders materials
- response boards
- vocabulary cards
- literature big book and anthology
- interactive read-aloud cards
- teaching posters
- leveled readers
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- sound spelling cards
- reading writing workshop big book
- photo cards
- visual vocabulary cards

Teacher Notes:
1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
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http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
http://www.starfall.com
http://www.abcya.com
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http://www.readinglady.com
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http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.storylineonline.net/

Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
Unit 4 Overview

Content Area: Writing

Unit Title: Unit 4

Target Course/Grade Level: Kindergarten

Unit Summary:
- Story structure
- Concepts of letters and words
- Use of illustrations, letters and/or words to write
- Listen to comprehend, speak to communicate

This unit serves as a guide to complement each district’s language arts literacy curriculum. Each district will use this document in conjunction with its individual curriculum mapping and or scope and sequence.

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21st century themes:

9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

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9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

Unit Rationale Big Idea Question:
Unit 4 Writer tell about themselves

Learning Targets

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

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

L.K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meaning.

L.K.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Content Statements

Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

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Listening: All students will listen actively to information from a variety of sources in a variety of situations.

Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Number Common Core Standards for Mastery

CCSS.ELA-Literacy.RF.K.3.c
Read common high-frequency words by sight (you, do, go).

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

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

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

(W.K.4 begins in grade 3)
CCSS.ELA-Literacy.W.K.5
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.K.6
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.W.K.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

(W.K.9 begins in grade 4)

CCSS.ELA-Literacy.W.K.9
Range of Writing:

(W.K.10 begins in grade 3)

<table>
<thead>
<tr>
<th>Unit Essential Questions</th>
<th>Unit Enduring Understandings</th>
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<tbody>
<tr>
<td>• How does brainstorming help the author create their story?</td>
<td>• Writers draw pictures to help readers understand their thoughts.</td>
</tr>
<tr>
<td>• How can I communicate my thoughts?</td>
<td>• Writes brainstorm their ideas before writing.</td>
</tr>
<tr>
<td>• How can I share my ideas on paper?</td>
<td>• Writers use lined paper correctly to write from left to right and sweeping to the next line.</td>
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<td>• Why is it important to write from left to right?</td>
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Unit Objectives:
Writing/Spelling: (January)

With Guidance and support
Use a combination drawing and writing to compose a piece
Add details to work
Use a variety of tools to publish
Share in writing projects
Explore a variety of books
Recall information
Print upper and lower case letters legibly
Use frequently occurring noun and verbs
Sort common objects into categories
Identify real life connection between words and their use
use classroom library
learn that when information is needed, you can access it through books, internet, video, and people respond text

Evidence of Learning

Formative Assessment
• Class discussion
• Teacher observations
• Daily 5
• Unit Assessments
- Questioning
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- Writer’s Workshop
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**Modifications (ELLs, Special Education, Gifted and Talented)**

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- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
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- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

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**Gifted and Talented:**
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- Organize integrated problem-solving simulations
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4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

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6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Writing:
  • Use written and oral English appropriate for various purposes and audiences.
  • Create and develop texts that include the following text features:
    · Development: the topic, theme, stand/perspective, argument or character is fully developed
    · Organization: the test exhibits a discernible progressions of ideas
· Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
· Word choice: the words are precise and vivid
· Sentence formation: sentences are complete and varied in length and structure
· Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableview_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableview_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org

Teacher Resources:
Reading:
http://www.ideportal.com
http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.songforteaching.com/kidzup/vowels.htm
http://www.printablereadinggames.com/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonicalphonic_games.jsp
http://www.brainpopjr.com
http://www.abcya.com
http://www.readinga-z.com
http://www.readinglady.com
http://www.starfall.com
http://www.rif.org
http://www.fcrr.org
http://www.literacymalden.wikispaces.com/ReciprocalTeaching
http://www.ideportal.com

Comprehension Connections by Stephanie Harvey - Bridges to Strategic Reading
Strategies that Work by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement
Reciprocal Teaching at Work by Lori D. Oczkus - Strategies for Improving Reading Comprehension
Mosaic of Thought by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction
Month by Month Phonics by Patricia Cunningham
Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling by Patricia Cunningham
Daily Word Ladders by Timothy V. Rasinski

Writing:
http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.suite101.com/content/writing-poems-with-kids-a23148
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.storylineonline.net/

Writing Mini-Lessons for First Grade by Dorothy P. Hall
Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
# Unit 5 Overview

**Content Area:** Writing  
**Unit Title:** Unit 5  
**Target Course/Grade Level:** Kindergarten

<table>
<thead>
<tr>
<th>Unit Summary:</th>
</tr>
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<tbody>
<tr>
<td>□ Story structure</td>
</tr>
<tr>
<td>□ Concepts of letters and words</td>
</tr>
<tr>
<td>□ Use of illustrations, letters and/or words to write</td>
</tr>
<tr>
<td>□ Listen to comprehend, speak to communicate</td>
</tr>
</tbody>
</table>

This unit serves as a guide to complement each district's language arts literacy curriculum. Each district will use this document in conjunction with its individual curriculum mapping and or scope and sequence.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

**Primary interdisciplinary connections:**
- Math  
- Social Studies  
  [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)
- Science  
  [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)

**21st century themes:**

9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 **Personal Financial Literacy** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 **Career Awareness, Exploration, and Preparation** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 **Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

**Unit Rationale Big Idea Question:**
**Unit 5**  
*Writers write to tell about themselves*

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
</thead>
</table>
Standards:
R.K.3c
W.K.1
W.K.2
W.K.3
W.K.5
W.K.6
W.K.7
W.K.8
L.K.1
L.K.2
L.K.4
L.K.5
L.K.6
R.K.3c Read common High Frequency words by sight
W.K.1 Use a combination of drawing, dictating, and writing to compose 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 under discussion
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
W.K.3 Use a combination of drawing dictating, and writing to narrate a single event or several loosely linked events to tell about the events in order in which they occurred and provide a reaction to what happened
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
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).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
L.K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meaning
L.K.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts

Content Statements
Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
Speaking: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
Listening: All students will listen actively to information from a variety of sources in a variety of situations.
Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Number Common Core Standards for Mastery
CCSS.ELA-Literacy.RF.K.3.c
Read common high-frequency words by sight (my, are, he, with)
Text Types and Purposes;
CCSS.ELA-Literacy.W.K.1
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

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

CCSS.ELA-Literacy.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.

Production and Distribution of Writing:
CCSS.ELA-Literacy.W.K.4
(W.K.4 begins in grade 3)

CCSS.ELA-Literacy.W.K.5
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.K.6
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:
CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.W.K.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.W.K.9
(W.K.9 begins in grade 4)

Range of Writing:
CCSS.ELA-Literacy.W.K.10
(W.K.10 begins in grade 3)

<table>
<thead>
<tr>
<th>Unit Essential Questions</th>
<th>Unit Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can I communicate my story?</td>
<td>• I can use the letter sounds to write words.</td>
</tr>
<tr>
<td>• How can I use the letters and words I know to help me communicate my story?</td>
<td>• Writers add details to give readers a clearer picture of information</td>
</tr>
<tr>
<td>• How do I punctuate the end of this sentence?</td>
<td></td>
</tr>
<tr>
<td>• What letter sound do I hear at the beginning, middle, and end of the word?</td>
<td></td>
</tr>
</tbody>
</table>

Unit Objectives:
Writing/Spelling: (February)
With Guidance and support
Use a combination drawing and writing to compose a piece
Add details to work
Use a variety of tools to publish
Share in writing projects
Explore a variety of books
Recall information
Print upper and lower case letters legibly
Use frequently occurring noun and verbs
Sort common objects into categories
Identify real life connection between words and their use
use classroom library
learn that when information is needed, you can access it through books, internet, video, and people
respond text
<table>
<thead>
<tr>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Assessment</strong></td>
</tr>
<tr>
<td>- Class discussion</td>
</tr>
<tr>
<td>- Teacher observations</td>
</tr>
<tr>
<td>- Daily 5</td>
</tr>
<tr>
<td>- Unit Assessments</td>
</tr>
<tr>
<td>- Questioning</td>
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<tr>
<td>- Cooperative learning groups</td>
</tr>
<tr>
<td>- Writer’s Workshop</td>
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<tr>
<td>- Writing Assignments</td>
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<tr>
<td>- Teacher Conferences</td>
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<tr>
<td>- Portfolios</td>
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<tr>
<td>- Running Records</td>
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<tr>
<td>- Individual Whiteboards</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summative Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- End-of-unit tests</td>
</tr>
<tr>
<td>- Participation and observation</td>
</tr>
<tr>
<td>- Anecdotal Records</td>
</tr>
</tbody>
</table>

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Equipment needed:**
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
- Daily 5 Station Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones
  - Work on Writing: Writer’s Notebooks
- Wonders materials
  - response boards
  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - classroom library tradebooks
  - high frequency cards
  - sound spelling cards
  - reading writing workshop big book
  - photo cards
  - visual vocabulary cards

**Teacher Notes:**
1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.
*Writing:*
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the test exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

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http://www.songsforteaching.com/kidzup/vowels.htm
http://www.printablereadinggames.com/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
http://www.starfall.com
http://www.abcyacom
http://www.readinga-z.com
http://www.readinglady.com
http://www.rif.org
http://www.fcrr.org
http://www.literacyinmassachusetts.wikispaces.com/ReciprocalTeaching
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*Comprehension Connections* by Stephanie Harvey - Bridges to Strategic Reading
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http://www.proteacher.com/070037.shtml
http://www.suite101.com/content/writing-poems-with-kids-a23148
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.storylineonline.net/

*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing Project and Carl Nagin
# Unit 6 Overview

**Content Area:** Writing

**Unit 6**

**Target Course/Grade Level:** Kindergarten

**Unit Summary:**
- Story structure
- Concepts of letters and words
- Use of illustrations, letters and/or words to write
- Listen to comprehend, speak to communicate

>This unit serves as a guide to complement each district’s language arts literacy curriculum. Each district will use this document in conjunction with its individual curriculum mapping and or scope and sequence.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards

**Primary interdisciplinary connections:**
- Social Studies [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)
- Science [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)

**21st century themes:**

9.1 **All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**

9.2 **Personal Financial Literacy** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

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9.4 **Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)
Unit Rationale Big Idea Question:
Unit 6
Informing the reader
Writers collect information to inform

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<tbody>
<tr>
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<td>W.K.1</td>
</tr>
<tr>
<td>W.K.2</td>
</tr>
<tr>
<td>W.K.3</td>
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<tr>
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</tr>
<tr>
<td>L.K.2</td>
</tr>
<tr>
<td>L.K.4</td>
</tr>
<tr>
<td>SL.K3</td>
</tr>
<tr>
<td><strong>W.K.1</strong> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</td>
</tr>
<tr>
<td><strong>WK.2</strong> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
</tr>
<tr>
<td><strong>W.K.3</strong> 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.</td>
</tr>
<tr>
<td><strong>W.K.5</strong> With guidance and support from adults, respond to questions and suggestions from peers and add detail to strengthen writing as needed.</td>
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<tr>
<td><strong>W.K.5</strong> With guidance and support from adults, respond to questions and suggestions from peers and add detail to strengthen writing as needed.</td>
</tr>
<tr>
<td><strong>W.K.6</strong> With guidance and support from adults, respond to different medias to publish writing, including those collaborated with peers.</td>
</tr>
<tr>
<td><strong>W.K.7</strong> Participate in shared research and writing projects</td>
</tr>
<tr>
<td><strong>W.K.8</strong> With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
<tr>
<td><strong>L.K.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td><strong>L.K.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</td>
</tr>
<tr>
<td><strong>L.K.4</strong> Determine or clarify the meaning of unknown and multiple meaning of words and phrases based on kindergarten reading and content.</td>
</tr>
<tr>
<td><strong>SL.K3</strong> Ask and answer questions in order to seek help, get information, or clarify something that is not understood</td>
</tr>
</tbody>
</table>

**Content Statements**

**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

**Number Common Core Standards for Mastery**

**CCSS.ELA-Literacy.RF.K.3.c**
Read common high-frequency words by sight (is, little, she, was);

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

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

Production and Distribution of Writing:
CCSS.ELA-Literacy.W.K.4
(W.K.4 begins in grade 3)
CCSS.ELA-Literacy.W.K.5
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCSS.ELA-Literacy.W.K.6
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.W.K.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.W.K.9
(W.K.9 begins in grade 4)

Range of Writing:
CCSS.ELA-Literacy.W.K.10
(W.K.10 begins in grade 3)

Unit Essential Questions

How can I add details to make my writing more interesting?

How do descriptive words enhance my writing?

What do I want the readers to know about me?

What is the sequence of events for my story?

How can adding pictures help readers understand my story?

Unit Enduring Understandings

Writers add details to make their writing more interesting to readers.

Writers use descriptive words to add details to their story.

Writers write to tell about themselves.

Writers tell events of a story.

Unit Objectives:
Writing/Spelling:
Daily 5
With Guidance and support
Use a combination drawing and writing to compose a piece
Add details to work
Use a variety of tools to publish
Share in writing projects
Explore a variety of books
Recall information
Print upper and lower case letters
Use frequently occurring noun and verbs
Sort common objects into categories
Identify real life connection between words and their use
use classroom library
learn that when information is needed, you can access it through books, internet, video, and people respond text

### Evidence of Learning

<table>
<thead>
<tr>
<th>Formative Assessment</th>
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</thead>
<tbody>
<tr>
<td>- Class discussion</td>
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<td>- Teacher observations</td>
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<td>- Daily 5</td>
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<td>- Unit Assessments</td>
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<tbody>
<tr>
<td>• End-of-unit tests</td>
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<tr>
<td>• Participation and observation</td>
</tr>
<tr>
<td>• Anecdotal Records</td>
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#### Modifications (ELLS, Special Education, Gifted and Talented)

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

#### Equipment needed:
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
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• Journals
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  - - high frequency cards
  - sound spelling cards
  - reading writing workshop big book
  - photo cards
  - visual vocabulary cards

Teacher Notes:
1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions,
change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Writing:
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the test exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
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http://www.ideportal.com
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http://www.proteacher.com/070037.shtml
http://www.songsforteaching.com/kidzup/vowels.htm
http://www.printablereadinggames.com/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
http://www.starfall.com
http://www.abceya.com
http://www.readinga-z.com
http://www.readinglady.com
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http://www.suite101.com/content/writing-poems-with-kids-a23148
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
http://www.storylineonline.net/

Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin
### Unit 7 Overview

**Content Area:** Writing  
**Unit Title:** Unit 7  
**Target Course/Grade Level:** Kindergarten

**Unit Summary:**  
Unit 7: Throughout the unit students will write in a variety of ways. Each week, writing is focused on specific writing trait. Scaffolded instruction is provided through Shared Writing and Interactive Writing. Children review a student writing sample together and then write independently.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards).

**Primary Interdisciplinary Connections:**  
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21st Century Themes:**  
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures  
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.  
9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)

**Unit Rationale Big Idea Question:**  
Unit 7:  
How do good readers employ strategies to help them understand text?  
How do good writers use the conventions of Standard English grammar to develop their ideas in order to produce stories from personal experiences?  
How will students establish characters, settings, problems and solutions?

**Learning Targets**

<table>
<thead>
<tr>
<th>Standards</th>
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</thead>
<tbody>
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<td>W.K.3</td>
</tr>
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<td>SL.K.3</td>
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<tr>
<td>WK.2</td>
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<tr>
<td>RF.K.3c</td>
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<tr>
<td>L.K.1.b</td>
</tr>
</tbody>
</table>

**Content Statements**

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

**Number Common Core Standards for Mastery**

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 order in which they occurred and provide a reaction to what happened.  
SL.K.3 Ask and answer questions in order to seek help or clarify concepts  
WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  
RF.K.3c Read common High Frequency words by sight
### Unit Essential Questions

**Writing:**
- Does my story make sense? Is it complete (beginning, middle, and end)?
- How do I consider my audience when writing?
- How can I work with others to create more descriptive ideas?
- What do I want my topic to be about?
- How many characters are in my story?
- Where does my story take place?
- What is the problem in the story?
- How is my problem going to be solved?

**Research:**
- Why is it important to solve problems?
- How do I know information is relevant, significant, and accurate?
- What different resources can I use to help me understand my topic better?

**Language:**
- How can we communicate ideas in a way that others will understand?

**Listening & Speaking:**
- Can I listen and respond to what I hear?
- How can I become a better listener and speaker?

**Media:**
- Why do we have media?
- What different types of media can I use for different purposes?

### Unit Enduring Understandings

**Writing:**
- Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.

**Research:**
- Research is the process of gaining information from a variety of resources.
- We use information to support our thinking.
- We will enhance our learning by using many resources and by using technology.

**Language:**
- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.

**Listening and Speaking:**
- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through listening and speaking we will become clear and effective communicators.

**Media:**
- Understanding a variety of media tools will help us better understand what we read, see, and hear.
- The purpose of different forms of media is to influence our thinking in different ways.
- We will use media to enhance our thinking and learning.

### Unit Objectives:

**Writing/Spelling:**
- Daily 5 component: Work on Writing
- In the area of Sentence Structure students will:
  - differentiate between complete sentences and sentence fragments
  - write from left to right, top to bottom
  - use action words correctly in the sentence
  - write an explanatory text
- In the area of Capitalization/ Punctuation students will:
  - capitalize first, last and all other important words in titles
  - capitalize first word and punctuate end of sentence correctly in a sentence by introducing the Project Read sentence frame
- In the area of Spelling students will:
  - transition from unconventional to phonetic/ conventional writing
  - use a combination of conventional spelling and temporary spelling for unfamiliar words.
  - use consonant sounds for phonetic spellings
  - write first and last name
  - produce and write beginning and ending sounds, and some medial sounds.
- In the area of ExplanatoryWriting students will:
  - choose a topic
  - match writing to a picture
  - share writing-generating ideas
• interact with others
• be introduced to concepts of ideas, conventions, and organization during Writing Workshop mini-lessons
• use spaces between words
• read own sentence
• use a variety of prewriting techniques
• edit with assistance for correct grammar, usage and mechanics
• create legible final drafts and share with an audience
• see a purpose for writing
• retell an experience orally
• use descriptive details that enable readers to create mental images
• demonstrate an understanding and awareness of the audience
• label objects

**Listening and Speaking:**
*In the area of Listening students will:*
• demonstrate active listening strategies:
  - make visual contact
  - ask questions of speaker
  - follow directions
  - respond to questions and clues
  - body language indicates listening
  - focus on speaker and topic

*In the area of Speaking students will:*
• demonstrate strong oral vocabulary
• talk about words and word meanings every day as they are encountered in books and conversation
• speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes
• make eye contact with the audience.

**Media:**
*In the area of Media students will:*
• use library
• learn that when information is needed, you can access it through books, internet, video, and people
• use title page to identify topic, author, illustrator, and/or photographer
• view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.

### Evidence of Learning

**Formative Assessment**
- Journal
- Class discussion
- Teacher observations
- Sight Word Assessment
- Daily 5
- Graphic organizers
- Unit Assessments
- Literature discussions
- Literature responses
- Questioning
- Writer’s Notebook
- Self-Assessments
- Cooperative learning groups
- Writer’s Workshop
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Individual Whiteboards

**Summative Assessment**
- End-of-unit tests
- Participation and observation
- Anecdotal Records

**Modifications (ELLs, Special Education, Gifted and Talented)**

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- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
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http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
http://www.eduplace.com
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
http://www.brainpopjr.com
http://www.abcya.com
http://www.readinga-z.com
http://www.readinglady.com
http://www.rif.org
http://www.fcrr.org
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http://www.poetryteachers.com/
http://www.writemorestuff.com/pages/activities.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.writingfix.com/
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## Unit 8 Overview

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<tr>
<th>Content Area:</th>
<th>Writing</th>
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</thead>
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<td><strong>Unit Title:</strong></td>
<td>Unit 8</td>
</tr>
<tr>
<td><strong>Target Course/Grade Level:</strong></td>
<td>Kindergarten</td>
</tr>
</tbody>
</table>

### Unit Summary:
- Organization of writing
- Establishing an opinion
- Use of prepositions in sentences

*This unit serves as a guide to complement each district’s language arts literacy curriculum. Each district will use this document in conjunction with its individual curriculum mapping and or scope and sequence.*

### College and Career Readiness:
Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

### Primary interdisciplinary connections:
- **Math**  
- **Social Studies**  
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- **Science**  
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### 21st century themes:
- **9.1** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
- **9.2 Personal Financial Literacy** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
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### Unit Rationale Big Idea Question:
**Unit 8**

Where can you go that is near and far?

### Learning Targets

**Standards**

| W.K.1 |
W.K.2
W.K.3
W.K.6
W.K.7
W.K.8
L.K.1
L.K.4
L.K.5
RF.K.3c

Content Statements
Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Speaking: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Listening: All students will listen actively to information from a variety of sources in a variety of situations.

Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Number Common Core Standards for Mastery
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.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.6 With guidance and support from adults, explore a variety of digital tools to publish writing, including collaboration with peers.
W.K.7 Participate in shared research and writing projects
W.K.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.
RF.K.3c Read common High Frequency words by sight
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.4 Determine or clarify the of unknown and multiple meaning of words and phrases based on kindergarten reading and content.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions
What is a main idea in a story?
What details will I use to express my main idea?
What happened first, next, and then, finally?

Unit Enduring Understandings
Writers develop main ideas when writing a story.
Details of a story relate to the main idea.
Stories have a beginning, middle and end.

Unit Objectives:
Writing/Spelling: May
With Guidance and support
Use a combination drawing and writing to compose a piece
Add details to work
Add details to sentences
Add prepositions to sentences
Use a variety of tools to publish and opinion piece
Share in writing projects
Explore a variety of books
Recall information
Print upper and lower case letters
Use frequently occurring noun, verbs, adjectives, and prepositions
Identify real life connection between words and their use
Use classroom library
Learn that when information is needed, you can access it through books, internet, video, and people

**Evidence of Learning**

**Formative Assessment**
- Class discussion
- Teacher observations
- Daily 5
- Unit Assessments
- Questioning
- Cooperative learning groups
- Writer’s Workshop
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Individual Whiteboards

**Summative Assessment**
- End-of-unit tests
- Participation and observation
- Anecdotal Records

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
• Organize and offer flexible small group learning activities
• Provide whole group enrichment explorations
• Teach cognitive and methodological skills
• Use center, stations, or contracts
• Organize integrated problem-solving simulations
• Propose interest-based extension activities

**Equipment needed:**
• Computer with Internet access and projection capabilities
• Student Computers
• Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5 Station Materials
  - Management Board/chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones
  - Work on Writing: Writer’s Notebooks
• Wonders materials
  - response boards
  - vocabulary cards
  - literature big book and anthology
  - interactive read-aloud cards
  - teaching posters
  - leveled readers
  - classroom library tradebooks
  - high frequency cards
  - sound spelling cards
  - reading writing workshop big book
  - photo cards
  - visual vocabulary cards

**Teacher Notes:**
1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
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6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

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- Use written and oral English appropriate for various purposes and audiences.
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Other Resources:
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https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commonsensemedia.org

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http://www.ideoportal.com
http://www.canteach.ca/elementary/songspoems.html
http://www.teachersclubhouse.com/grammarskills.htm
http://www.proteacher.com/070037.shtml
http://www.songsforteaching.com/kidzup/vowels.htm
http://www.printablereadinggames.com/
http://www.teachers.net/lessonplans/subjects/literature/
http://www.poetryteachers.com/
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### Unit 9 Overview

**Content Area:** Writing  
**Unit Title:** Unit 9  
**Target Course/Grade Level:** Kindergarten

**Unit Summary:**  
Unit 9  
Word choice – describing words  
Celebration of writing  
Beginning, middle, end  
Adjectives  
Sequencing  
Category words  
High Frequency words  
Handwriting skills

**Primary Interdisciplinary Connections:**  
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21st Century Themes:**  
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures  
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.  
9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)

**Unit Rationale Big Idea Question:**  
Unit 1:  
How do good writers employ strategies to help them create a beginning, middle, and end?  
How do good writers use the conventions of Standard English grammar to develop their ideas in order to produce stories from personal experiences?

### Learning Targets

<table>
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**Content Statements**  
**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.  
**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
Speaking: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
Listening: All students will listen actively to information from a variety of sources in a variety of situations.
Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Number Common Core Standards for Mastery

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.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
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).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.4 Determine or clarify the meaning of unknown and multiple meaning of words and phrases based on kindergarten reading and content.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts
RF.K.3c Read common High Frequency words by sight

Unit Essential Questions
Writing:
How does brainstorming help the author create their story?
How can I communicate my thoughts to persuade?
How can I share my ideas on paper?
How will others be persuaded by my pictures/writing?
Why is it important to write from left to right?
Research:
• Why is it important to solve problems?
• How do I know information is relevant, significant, and accurate?
• What different resources can I use to help me understand my topic better?
Language:
• How can we communicate ideas in a way that others will understand?
Listening & Speaking:
• Can I listen and respond to what I hear?
• How can I become a better listener and speaker?
Media:
• Why do we have media?
• What different types of media can I use for different purposes?

Unit Enduring Understandings
Writing:
• Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.
Research:
• Research is the process of gaining information from a variety of resources.
• We use information to support our thinking.
• We will enhance our learning by using many resources and by using technology.
Language:
• Language is the way we communicate with each other and share ideas.
• An understanding of Standard American English helps us understand what we read and what we hear.
Listening and Speaking:
• Good listening and speaking skills help us better understand each other.
• Listening and responding to what we hear develops our understanding and knowledge.
• Through listening and speaking we will become clear and effective communicators.
Media:
• Understanding a variety of media tools will help us better understand what we read, see, and hear.
• The purpose of different forms of media is to influence our thinking in different ways.
Unit Objectives:

Writing
- Daily 5 component: Work on Writing

In the area of Sentence Structure students will:
- differentiate between complete sentences and sentence fragments
- write from left to right, top to bottom
- beginning, middle, end
- sequencing

In the area of Capitalization/ Punctuation students will:
- capitalize first, last and all other important words in titles
- capitalize first word and punctuate end of sentence correctly in a sentence by introducing the Project Read sentence frame

In the area of Spelling students will:
- transition from unconventional to phonetic/ conventional writing
- use a combination of conventional spelling and temporary spelling for unfamiliar words.
- use consonant sounds for phonetic spellings
- write first and last name
- produce and write beginning and ending sounds, and some medial sounds.

In the area of writing students will:
- choose a topic
- match writing to a picture
- share writing-generating ideas
- interact with others
- be introduced to concepts of ideas, conventions, and organization during Writing Workshop mini-lessons
- use spaces between words
- read own sentence
- use a variety of prewriting techniques
- edit with assistance for correct grammar, usage and mechanics
- create legible final drafts and share with an audience
- see a purpose for writing
- retell an experience orally
- use descriptive details that enable readers to create mental images
- demonstrate an understanding and awareness of the audience
- label objects

Listening and Speaking:

In the area of Listening students will:
- demonstrate active listening strategies:
  - make visual contact
  - ask questions of speaker
  - follow directions
  - respond to questions and clues
  - body language indicates listening
  - focus on speaker and topic

In the area of Speaking students will:
- demonstrate strong oral vocabulary
- talk about words and word meanings every day as they are encountered in books and conversation
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes
- make eye contact with the audience.

Media:

In the area of Media students will:
- use library
- learn that when information is needed, you can access it through
books, internet, video, and people
• use title page to identify topic, author, illustrator, and/or photographer
• view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.

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http://www.writingfix.com/
http://www.storylineonline.net/

*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing Project and Carl Nagin