

Eagleswood Township Elementary School District
English Language Arts Curriculum
Grade K

Standard Alignment & NJDOE Adoption September 2017
Revised & ETESD BOE Approved 1/20

Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Phonemic Awareness,Phonics/Word Study, Speaking & Listening, Fiction, Nonfiction (cross-curricular),High Frequency Words, Text Types	35 Days
Unit 2: Phonemic Awareness,Phonics, Speaking & Listening, Fiction, Nonfiction, Identify Key Details, Story Elements (cross-curricular),High Frequency Words, Academic Vocabulary, Rhyme	35 Days
Unit 3: Phonemic Awareness,Phonics, Speaking & Listening, Fiction, Nonfiction, Identify Key Details, Story Elements (cross-curricular),High Frequency Words, Academic Vocabulary, Rhyme,	35 Days
Unit 4: Phonemic Awareness,Phonics, Speaking & Listening, Fiction, Nonfiction, Identify Key Details, Story Elements (cross-curricular),High Frequency Words, Academic Vocabulary, Rhyme,	35 Days

Unit 5: Phonemic Awareness, Phonics, Speaking & Listening, Fiction, Nonfiction, Identify Key Details, Story Elements (cross-curricular), High Frequency Words, Academic Vocabulary, Rhyme, writing opinions	35 Days
--	---------

Core Materials:
 ReadyGen
 iRead
 Foundations
 Creative Curriculum

Correlation Key		
Holocaust	Amistad	Financial Literacy

<u>Career Readiness, Life Literacies, and Key Skills Practices</u>	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>

<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>

Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
--	---

Unit 1: Pre-reading skills and the development of phonological and phonemic awareness will be the focus of this unit. Listening and conversation skills will be developed. Using writing as a means of communication through drawings, sight words and initial sounds will be writing goals.	Duration: September-October (Approximately 30 Days)
---	--

Standards	
SL.K.1.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RI.K.5.	Identify the front cover, back cover, and title page of a book.
RI.K.10.	Actively engage in group reading activities with purpose and understanding
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
R.F.K.1.	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page.

	<ul style="list-style-type: none"> ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5.	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from 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
	Interdisciplinary Connections
6.1.2.History UP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
	Computer Science and Design Thinking & Computer Science
8.1.2.CS.2	Explain the functions of common software and hardware components of computing system.
8.2.2.ED.1	Communicate the function of a product or devices.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world

8.1.2.DA.4	Make predictions based on data using charts or graphs
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Good readers recognize that spoken words are represented by written language; they understand that words move left to right, from top to bottom, and page by page. ● Pre-reading skills and the development of phonological and phonemic awareness will be the focus of this unit. Listening and conversation skills will be developed. ● Writers use detailed pictures and words to tell stories. 	<ul style="list-style-type: none"> ● How can I become a better listener and speaker? ● How do we use our knowledge of letters and sounds to read words? ● What tools does a writer use?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Assessments
<p>After students listen to story a read or told by teacher, they are asked to retell the story in pictures. They are to draw one picture depicting the beginning of the story, one for the middle, and one for the end. Next, they should be able to use their drawings to retell the story to a partner.</p> <p>Students will illustrate their weekend in pictures and words, being sure to demonstrate understanding of details.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Observation/Anecdotal Notes ● Questioning/Conversation ● Running records <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● iRead Progress Monitor

	<ul style="list-style-type: none"> ● ReadyGen Unit assessment ● Performance Task Rubric <p>Benchmarks Assessments:</p> <ul style="list-style-type: none"> ● iRead Screener ● HMH Reading Inventory ● Linkit Assessment A <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Journals (words and/or pictures) ● Comprehension Questions ● Drawing a Picture to Show Comprehension with Verbal Explanation
--	--

Knowledge and Skills

Content:	Skills
-----------------	---------------

<p><i>Instructional Strategies for Teachers:</i></p> <ul style="list-style-type: none"> ● Model how to ask and answer questions ● Model for students how to ask who, what, when, and where questions throughout the reading of the text ● Demonstrate the purpose of a question mark ● Assist students in determining what constitutes a “key detail” in a text ● Read and reread stories to the students while increasing the complexity of the discussion of 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Understand that readers have different purposes for different books ● Use pictures to help understand how stories unfold ● Reread to help remember a story ● Look at the pictures and think about what the characters are doing/saying to help understand confusing parts
---	---

characters, settings, actions, problems, solution, and resolution as children become more familiar with the story and text

- Discuss the main components of a story (e.g., setting, characters, problems, events, solution, resolution)
- Ask questions that will require children to identify characters, settings, and major events (Some examples might include: “Where did the story take place?” “Who are the characters in the story?” “Which character had a problem?” or “How did the character solve his/her problem?”)
- Use story maps during and after reading to help children learn the elements of a book or story
- Use a picture-walk to make inferences and draw conclusions about the text

Foundations Unit 1

- Make voices match the character’s voice
- Talk about favorite parts of books with a partner
- Talk to a buddy about parts of books that are interesting
- Identify front cover, back cover, and title page of a book
- Recognize and name capital and lowercase letters of the alphabet.
- Distinguish sounds in orally stated words and manipulate and blend sounds to make new words
- Discriminate between letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom)
- Find the title and author of a text
- Use pictures and text to draw conclusions and answer who, what, and where questions.
- Listen to, understand, and recognize a variety of texts
- Identify real-life connections between words and their use
- Identify new meanings for familiar words and apply them accurately
- Predict events of the read aloud and review predictions after the read aloud
- Ask and answer questions about books read aloud or independently

	<ul style="list-style-type: none"> • Formulate sentences whose purpose is to ask questions • Understand the use of a question mark • Identify important details about a story • Create sentences beginning with some question words related to the story such as “who,” “what,” “when,” and “where”
Instructional Plan	
Suggested Activities	Resources
ABC Book: Ongoing activity where each letter is studied. Students practice with words that have that sound do and use the letter to create art representing the sound. These are collected throughout the school year. They are assembled into a book at the end of the year.	Letter practice and tracers, letter art handout.
With prompting and support from the teacher, students describe the relationship between key events of the overall story of <i>Little Bear</i> by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak. *Any text with illustrations can replace <i>Little Bear</i>	Book- <i>Little Bear</i> by Else Holmelund
Read two texts on the topic of pancakes (e.g. Tomie DePaola’s <i>Pancakes for Breakfast</i> and Christina Rossetti’s “Mix a Pancake”) and have the students distinguish between the text that is a storybook and the text that is a poem.	Book- <i>Pancakes for Breakfast</i> by Tomie DePaola Poem- Mix a Pancake by Christina Rossetti
Choose a story to read aloud to the class. Pair each student with a partner, and provide each two-person group with index cards that state the key details of the read-aloud along with several extraneous details that were not a part of the text. Challenge the students to illustrate the key details of the text	<i>Chrysanthemum</i> -Kevin Henkes (or another teacher choice) Index cards with key details

<p>by placing the cards in order and eliminating the extraneous cards. Allow the students to share their solutions orally by presenting their information to the class.</p>	<p>Poem- Itsy Bitsy Spider</p>
<p>During a read-aloud, prompt students to ask and answer questions about key details in the text. Provide guided questioning techniques as examples for students. Demonstrate how questions always end with a question mark. Focus on questions which begin with the words who, what, when, and where. Experiment with higher level questions that begin with how and why. After thorough demonstration and guidance regarding key details and how these key details can be discovered through questioning techniques, provide the opportunity for students to listen to another read-aloud. Challenge them to orally create their own questions and record their responses. Connect the questions to the evidence from the text, and require the students to demonstrate their understanding of these key details by drawing a picture or writing a short response.</p>	<p>drawing paper, crayons</p>
<p>Choose a book to be read aloud, but do not show the cover or the pictures. Read the book to the students. Place the students in groups of three and designate a “job” for each student in the group as follows: 1) draw a picture of the setting; 2) draw a picture of the main character; and 3) draw a picture of your favorite part of the book. The students in each group will not discuss their individual drawings until each has finished. Next, group all of the students together who had the same “jobs.” Students will share all of the setting pictures, main character pictures, and favorite book part pictures. Last</p>	<p>A familiar fairy tale or favorite fiction storybook Book that relates to bullying</p>

of all, the teacher will share the original illustrations, and the students will evaluate which pictures were closest to what the illustrator really drew. They will explain why the illustrator chose to depict the illustration in the way he/she did.	
Students create a reading word wall by writing down words and their definitions on index cards with the help of a buddy or teacher and a dictionary. (On going).	Index cards and writing tools
Students will read a poem book together and create a rhythmic beat. Students will reread and discuss other possible ways of presenting the poem. For example, students can choral read, clap it out, take turns, echo read, act it out, sing it.	Anchor chart with other suggested reading
With the help of a buddy and the teacher, students will create a chart describing behavior that is expected during independent reading.	Chart Tablet, markers, illustrations, etc.
<i>Terrible Things: An Allegory of the Holocaust</i> by Eve Bunting	An allegory about forest animals being taken away by the non-descript Terrible Things
Knockin On Wood by Barasch	Teacher's guide and summary: https://www.leeandlow.com/books/knockin-on-wood/teachers_guide
Website Resources:	
www.starfall.com	www.abcya.com
Modifications	

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for further ways to accommodate and modify*

Suggested Options for Differentiation

Basic Skills/Economically Disadvantaged

- iRead data driven mini lessons
- Graphic Organizer
- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Words will vary depending on text and prior knowledge
- Pre-Teach vocabulary or pre-teach lesson

Gifted and Talented

- Higher level questioning
- Reader Response extension
- Peer mentorin
- iRead data driven mini lessons

English Language Learners

- Picture Prompts
- Words will vary depending on text and prior knowledge.
- Story map graphic organizer

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues

504

- Follow all 504 modifications
- Small group or one to one instruction
- Leveled books at student's independent levels
- preferential seating.
- Extended time.
- Verbal, visual, or technology aids.

Correlation Key

Holocaust

Amistad

Financial Literacy

[Career Readiness, Life Literacies, and Key Skills Practices](#)

<p>Act as a responsible and contributing community members and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>

<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>

Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 2: Unit Summary: Areas of study for this unit will include using comprehension strategies in both fiction and informational texts, identify parts of a story, retelling and reenacting a story. Unit 2 will Continue to work with the concepts of letters, words and sounds, match words with same beginning and ending sounds, along with starting to blend and segment sounds. Witing will focus on using illustrations, letters, words and sentences for written expression.	Duration: November-December (Approximately 35 Days)
Standards	
RL.K.1.	With prompting and support, ask and answer questions about key details in a text
RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4.	Ask and answer questions about unknown words in a text.
RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
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.

RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
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.
W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
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.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	Interdisciplinary Connections
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.2.Civics DP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Computer Science and Design Thinking & Computer Science	
8.1.2.CS.2	Explain the functions of common software and hardware components of computing system.
8.2.2.ED.1	Communicate the function of a product or devices.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world
8.1.2.DA.4	Make predictions based on data using charts or graphs
2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <p>After working with text about cities and rural areas (ReadyGen module A) Student use a large roll of paper to create together what would typically be in a urban and rural areas. During center time, student place objects(toys like animals, cars, buildings... in different areas of the paper to demonstrate comprehension.</p> <p>Students present a nonfiction book of their choice. Research through the use of sticky notes (“WOW”, “!”, “:”), etc.) organize important facts and information to share.</p> <p>One Day in the Life: Students learn about the lives of others and they share their daily life. Students list three facts about a career of choice. Students dress up and present their career to class</p>	<p style="text-align: center;">Assessments</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Observation of performance task ● Questioning/Conversation ● Running records ● Conferencing <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Lesson assessment ● Unit assessments ● Curriculum Based Assessments for fluency and/or comprehension <p>Benchmarks Assessments:</p> <ul style="list-style-type: none"> ● iRead Foundational Skills Inventory

****** Holiday Season Activities: Teacher reads short description of three holidays celebrated in diverse communities. (Kwanzaa, Hanukkah, Bodhi Day, Day of Enlightenment, Mōdranih...) Center time activity- student recall details from readings to complete sort items and pictures related to diverse celebrations.

- HMH Reading Inventory
- Linkit Assessment B

Alternative Assessments:

- Reading Response Journals
- Rubric
- Reader’s Response Sentence Starters
- Drawing a Picture to Show Comprehension with Verbal Explanation

Knowledge and Skills

Content:

Skills

Instructional Strategies for Teachers:

- Model the use of graphic organizers (ex. KWL Charts) to ask and answer questions about key details in informational text
- Model and guide students in answering and generating questions about key details in informational text (both read and listened to)
- Prompt and support students as they make predictions about the text
- Provide opportunities for students to listen to a variety of complex and age-appropriate informational text
- Explain how informational text has a main topic
- Give examples of informational text and the main topics of each

Students will be able to ...

- Identify basic similarities in and differences between two texts on the same topic
- Ask and answer questions about key details in a text
- Recognize common types of text
- Identify the front cover, back cover, and title page of a book
- Describe the relationship between illustrations and the text in which they appear
- Recognize common types of text
- Retell familiar stories using vocabulary words and story elements (e.g., setting, characters, and main events).
- Distinguish fantasy from reality
- Recognize and discuss how informational text differs from literary text
- Formulate sentences to properly ask a question

<ul style="list-style-type: none"> ● Challenge students to determine the main topic of an informational text just by looking at the illustrations ● Guide students to list the important details revealed in an informational text ● Provide opportunities and guidance for students to retell the text orally, through pictures, or in writing <p>Fundations Unit 2</p>	<ul style="list-style-type: none"> ● State the answers to questions by referring to key details/facts ● Demonstrate how key details/facts form the necessary information critical to informational text ● Understand that an individual is a person, an event is a thing that happens, an idea is something we think of, and pieces of information are what makes up informational text ● Explain how two people in an informational text may be connected ● Describe how two events in an informational text are connected ● Describe how two ideas in an informational text are connected ● Recognize and describe how two pieces of information in an informational text may be connected
Instructional Plan	
Suggested Activities	Resources
<p>The teacher will read a book aloud to the class and guide the class to participate in a 3-2-1 activity that will allow them to ask and answer questions about key details in the text. A “3-2-1” is: three things they discovered, two things they found interesting, and one question they still have. Students respond to the 3-2-1 in discussion and/or writing and share answers with a partner.</p>	<p>Nonfiction text such as : <i>What Should Danny Do?</i> by Adir Levy</p>
<p>Provide an opportunity for the students to be authors and illustrators. Inform the class that, in pairs, each student in the class is going to write an informational</p>	<p>Visit a Library (in school or personal classroom library) for student driven selection</p>

<p>book. Allow the students to form pairs (or you choose the pairs). One student will be the author, and the other will be the illustrator. Working together, the students should create a mini-informational booklet. One student will be the author and provide the words, and the other student will be the illustrator and provide the pictures.</p>	
<p>Students ask and answer questions about the animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page's <i>What Do You Do with a Tail Like This?</i></p>	<p>Book- <i>What Do You Do with a Tail Like This?</i> By Steve Jenkins and Robin Page</p>
<p>Students create a reading word wall by writing down words and their definitions on index cards with the help of a buddy or teacher and a dictionary. (On going).</p>	<p>Index cards and writing tools</p>
<p>Students will pretend to be a reporter and they will interview a partner in the classroom about their life. With this information, students will create a "buddy biography" brochure about their partner.</p>	
<p>Website Resources:</p>	
<p>https://kids.nationalgeographic.com</p>	<p>information and leveled texts</p>
<p>https://www.getepic.com/</p>	<p>Leveled text</p>
<p>Modifications</p> <p>Special Education Students / 504 (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p>	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for further ways to accommodate and modify*

Suggested Options for Differentiation

Basic Skills/Economically Disadvantaged

- KWL chart
- Teacher guided pairings
- Venn Diagram (pictures or words)
- Questioning techniques and amount of information being supplied

Gifted and Talented

- Ask open ended questions
- Use leveled texts and offer an advanced reader reading list
- Reader response extension

English Language Learners

- KWL chart
- Venn Diagram
- True or False, work with partners, and allow additional time
- Sharing with partners written or oral

Special Education

- Follow all IEP modifications
- Provide differentiated instruction as needed
- Provide manipulatives or the opportunity to draw solution strategies
- Pre-Teach vocabulary
- Preview lessons
- Use visual cues

504

- Follow all 504 modifications
- Guided reading groups to reinforce skills
- Leveled books at student’s independent levels
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.

Unit 3 Summary: Skills and instructional focus for this unit will include developing comprehension strategies when reading any type of text, identify story elements, sequencing the events in a story. Self-selecting “just right” books and begin to read independently as student develop the ability to rhyme, blend, segment and manipulate sounds. Use of capitalization and punctuation appropriately in writing and writing to share or explain information will continue to be developed.

Duration: January- February (Approximately 35 Days)

Standards

RL.K.1.

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

RL.K.2.	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4.	Ask and answer questions about unknown words in a text.
RL.K.10.	Actively engage in group reading activities with purpose and understanding.
RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
RI.K.5	Identify the front cover, back cover, and title page of a 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 (e.g., what person, place, thing, or idea in the text an illustration depicts
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 (e.g., in illustrations, descriptions, or procedures).
RF.K.1.	Demonstrate understanding of the organization and basic features of print.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
Computer Science and Design Thinking	
8.2.2.ITH.2	Explain the purpose of a product and its value
8.2.2.ED.1	Communicate the function of a product or device.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
Evidence of Student Learning	
Essential Understandings	Essential Questions
<p>Good readers make connections with text (text-to-text, text-to-self)</p> <p>Good readers use prior knowledge and textual information to draw conclusions, make predictions, and form interpretations.</p> <p>Analyze text to identify story elements.</p>	<p>How can you identify the difference between realistic fiction vs. fantasy?</p> <p>How can you identify important elements of fictional literature?</p>
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Assessments

Engineering Activity

Overview

Based on the *Three Little Pigs* story, the students are to imagine that there are no bricks available and that they have to help the third pig by using the Engineering Design Process. They will build a house for the third little pig so that when the wolf comes to visit, he will not huff and puff and blow the house down.

Objectives

Students will be able to:

- Brainstorm several ideas for making a strong house
- Predict which materials will be best for building
- Use prior and new knowledge to design the device
- Compare the suitability of different designs
- Describe in simple terms what an engineer does.
Ask what other jobs are needed to build a sturdy home?

http://www.ciese.org/curriculum/engineering/three_little_pigs.html

Children pretend they are friends with the main character in the text selections they have been working with (*I Love Saturdays y dominigos* and *Apple Pie 4th of July*- Pearson, ReadyGen) They will draw, dictate, or write a simple narrative about a day they spend together.

Formative Assessments:

- Student work samples
- Peer/self assessment
- Respond on Individual Whiteboards

Summative Assessments:

- Lesson assessments
- End-of-unit or chapter tests

Benchmarks Assessments:

- iRead Screener
- HMH Reading Inventory
- Linkit Assessment B

Alternative Assessments:

- Comprehension Questions
- Written Comprehension Responses
- Lesson Record Anecdotal Note Pages
- Reading Response Journals
- Teacher Created/Modified Vocabulary Assessments

Knowledge and Skills

Content	Skills
<p><i>Instructional Strategies for Teachers:</i></p> <ul style="list-style-type: none"> ● Guide students as they retell familiar stories, prompting them with the questioning techniques ● Model the use of story maps to retell important events of a story in the correct order ● Challenge each student to retell a familiar story to a partner, leaving out a key detail; the partner will repeat the retelling and include the key detail that was omitted ● Encourage retelling by using open-ended prompts when necessary (What do you remember about ___? Describe what happens when? Why did?) ● Provide opportunities for story retelling through dramatization, pictures, and words ● Ask questions role-play, use story props, puppets, etc., to compare and contrast the adventures of characters from two stories that have been read and reread to the children ● Use a graphic organizer to compare and contrast the adventures and experiences of characters in familiar stories ● Teach words for comparing and contrasting. (Examples of contrasting words: although, instead of, however, different from. Examples of comparing words: alike, same as, similar to, as well as) <p>Fundations Unit 3</p>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● Engage in group reading activities with purpose and understanding ● Ask and answer questions about key details in a text ● Identify characters, setting, and major events in a story ● Retell familiar stories including details ● Identify main topic and retell key details of a text ● Identify basic similarities and differences between two texts on the same topic ● Compare and contrast the adventures and experiences of characters in familiar stories ● Describe the relationship between illustrations and the story in which they appear ● Participate in collaborative conversations about shared reading ● Describe characters' actions and feelings in a story ● Retell familiar events and stories in the sequential order through oral language, pictures, and/or writing ● Discuss and determine details that are important and unimportant ● Organize key details from a story that are out of order ● Relate the key details in a story using a story map
Instructional Plan	

Suggested Activities	Resources
<p>With prompting and support from the teacher, students compare and contrast the adventures and experiences of the owl in Arnold Lobel’s <i>Owl at Home</i> to those of the owl in Edward Lear’s poem “The Owl and the Pussycat.”</p>	<p>The Owl and the Pussycat and Owl at Home</p>
<p>Read and reread familiar stories to students. For example, read <i>The Three Little Pigs</i> and <i>The Three Billy Goats Gruff</i>. Using a Venn diagram, prompt students to compare and contrast the adventures and experiences of the characters from both stories by describing how they are different and how they are alike. Encourage students to use comparing and contrasting words as they compare and contrast the characters’ adventures and experiences.</p>	<p>Teacher choice of familiar books</p>
<p>Using a read-aloud, discuss with the students the characters, the setting, and the major events of the story. Provide the students a story map upon which they will list the main characters, the setting of the story, and at least three major events. Demonstrate how to complete the story map using chart paper or an interactive board. Next, challenge the students to identify the conflict evident in the story and illustrate how the conflict was solved.</p>	<p>Blank Story Map</p>
<p>Read and reread a variety of nursery rhymes and poetry books, identifying rhyming words. For example, reproduce rhyming words from nursery rhymes or poetry books. Have students identify the pairs of words that rhyme and illustrate words for a class book <i>Rhyming Words</i>. Encourage students to read the book with a partner.</p>	<p>Teacher choice of poems, nursery rhymes or song lyrics</p>
<p>Students create a reading word wall by writing down words and their definitions on index cards with the help of a buddy or teacher and a dictionary. (On going).</p>	<p>Index cards and writing tools</p>

Students dress as their favorite Dr. Seuss character and share facts for Dr. Seuss Day.	Individual costumes and Dr. Seuss books
Students act out their favorite fiction story from the unit with their peers. Students will portray the characters and use the plot, thematic intent, and story sequence to act out this story. This will help students to deepen their understanding of the story.	Mentor Texts from unit, paper and art supplies to make simple props.
Students create setting backdrop to go with Fiction story from unit. Students will use this theatrical design using information from the story, including the setting elements.	Bulletin paper roll, crayons, markers, and Mentor Texts
Website Resources:	
www.brainpopjr.com	Online resource
https://www.speakaboos.com/stories/nursery-rhymes	text can be read and printed
Suggested Options for Differentiation	
English Language Learners	
<ul style="list-style-type: none"> ● Graphic organizers ● Venn Diagram ● Highlighted rhyming words ● Vary words depending on text and prior knowledge ● Modify story ● Visual cues 	
Gifted and Talented	
<ul style="list-style-type: none"> ● Teachers choice of story complexity ● Expand their reading bookshelf “variety of genre” ● Literature circles 	
Basic Skills/Economically Disadvantaged	

- Small group instruction-guided reading
- Small group guided writing
- Chants, songs
- iRead data driven mini lessons

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with story maps
- Pre-Teach vocabulary

504

- Follow all 504 modifications
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.

Correlation Key

Holocaust

Amistad

Financial Literacy

[Career Readiness, Life Literacies, and Key Skills Practices](#)

<p>Act as a responsible and contributing community members and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>

<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>

<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<p>Unit 4 Summary: In this unit students learn, practice and explore higher level comprehension strategies to understand, remember, and discuss stories and informational text and read with fluency and expression,as well as retell a story in sequential order. They become more proficient with making and decoding words.More focus will be on writing connected sentences that tell a story with some details and writing to gather and pass on information. Written work will demonstrate more consistent and appropriate use of capitalization and punctuation</p>	<p style="text-align: center;">Duration: March- April (Approximately 35 Days)</p>
<p>Standards</p>	
<p>RI.K.1.</p>	<p>With prompting and support, ask and answer questions about key details in a text.</p>

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.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
L.K.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● Print many upper- and lowercase letters. ● Use frequently occurring nouns and verbs. ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). ● Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). ● Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). ● Produce and expand complete sentences in shared language activities.
L.K.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> ● Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).

	<ul style="list-style-type: none"> ● Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
L.K.5.	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> ● Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ● Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ● Identify real-life connections between words and their use (e.g., note places at school that are colorful). ● D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.
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.5.	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
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.
Interdisciplinary Connections	
K-ESS2-1.	Use and share observations of local weather conditions to describe patterns over time.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

	Computer Science and Design Thinking & Computer Science	
8.2.2.ITH.2	Explain the purpose of a product and its value	
8.2.2.ED.1	Communicate the function of a product or device.	
	Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community	
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	
<p>Content readers use text features and context clues to determine meaning of unknown words.</p> <p>Content readers identify and retell key ideas, as well as categorize and summarize important information.</p> <p>Write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p>Listen actively to information from a variety of sources in a variety of situations.</p>	<p>How can you use prior knowledge and the writer's words to determine meaning?</p> <p>How do good readers employ strategies to help them understand text?</p> <p>How do good readers interpret and analyze text to make it personally relevant and useful?</p> <p>How does visualizing or creating a mental image enhance understanding?</p> <p>How can you identify different types of clouds?</p>	
Evidence of Student Learning		
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments	
<p>Students become meteorologists as they explore the conditions that make up weather. They create a television weather broadcast with a partner.</p> <p>Students write a story about the main character in <i>Come on, Rain!</i> and what she might do in a snowstorm</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Class discussion ● Exit slips ● Student writing samples 	

<p>(ReadyGen Unit 3 Module B)</p>	<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● End of Unit Assessments ● Linkit Skills Assessment ● Project Rubric <p>Benchmarks Assessments:</p> <ul style="list-style-type: none"> ● iRead Foundational Assessment ● HMH Reading Inventory ● Linkit Assessment C <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Written Comprehension Responses ● Sentence Starters ● Verbal Explanation
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Instructional Strategies for Teachers:</i></p> <ul style="list-style-type: none"> ● Provide opportunities for students to listen to and read a variety of kindergarten level informational text ● Engage students in discussions using new vocabulary from text read aloud ● Model making predictions about what is being read ● Model for students how to retell a text in one’s own words 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● confirm/alter predictions based on evidence from the text ● Identify and recognize different cloud types ● Identify and recognize weather terms. ● Use strategies to develop deeper understanding of vocabulary related to weather. ● Keep a weather journal. ● Record data on weather charts.

<ul style="list-style-type: none"> ● Provide opportunities for students to develop comprehension skills by listening to a variety of increasingly complex informational texts ● Provide opportunities for students to talk about what they have read or heard read <p>Fundations 4 & 5</p>	<ul style="list-style-type: none"> ● Use Nonfiction text features to identify parts of a book.
Instructional Plan	
Suggested Activities	Resources
<p>Invite parents in as a “guest speaker” for literacy centers to talk about careers and jobs they do. Are they affected by the weather?</p>	
<p>Using common topics from science, provide topics written on note cards for the students. Working in small groups, the students will take each topic and brainstorm about what they already know. Together the group will create a small informational booklet containing the facts they have learned. They will then illustrate the facts. The students will share their booklets with the class and explain the relationship between the illustrations and the text.</p>	<p>Classroom library of science “weather” related books</p> <p>Note cards</p>
<p>Students observe different shapes created from clouds by lying on backs outside. Students create cloud based on observation.</p>	<p><i>Shapes in the Sky: A book About Clouds</i>, towels & blankets, cotton balls, construction paper.</p>
<p>Students create a reading word wall (On going) with science-weather related terms to be used in weather journal</p>	<p>Index cards and writing tools</p>
<p>Students take a walk and describe what they experience relating to the weather using their senses.</p>	<p>Clip Boards, Note Paper, Pencil</p>

Student create "Weather Log Journal" to record changes in weather patterns.	Folders, Journals, Appendix pages, Graphic Organizers, & Writing Tools
Students appreciate rich language of poems about seasonal and weather changes. Students analyze similarities and differences among the seasons through poetry. Discuss imagery and creative language choices.	POEM: Weather: Poems for All Seasons by Lee Bennett Hopkins
Website Resources	
www.brainpopjr.com	
http://www.teacherstryscience.org/kids	Science websites for kids
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p>	
<p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p>	
<p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p>	
<p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
<p><i>*See below for further ways to accommodate and modify</i></p>	
Suggested Options for Differentiation	

<p>English Language Learners</p> <ul style="list-style-type: none"> ● KWL ● Notes adjusted to levels: Pictures & Words or just pictures ● Discussions through varied groups: Small group/ Partners/1-1
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Higher level questioning ● small group extension lessons
<p>Basic Skills/Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Teacher guided 1-1 or small group instruction ● Words will vary depending on text and prior knowledge ● Logs & resources adjusted to student's levels through pictures and words
<p>Special Education</p> <ul style="list-style-type: none"> ● Follow all IEP modifications ● Provide differentiated instruction as needed ● Use speak to text programs or dictation ● Provide students with notes from the lesson
<p>504</p> <ul style="list-style-type: none"> ● Follow all 504 modifications ● Guided reading groups to reinforce skills ● Leveled books at student's independent levels ● preferential seating. ● extended time on tests and assignments. ● reduced homework or classwork. ● verbal, visual, or technology aids.

Correlation Key		
Holocaust	Amistad	Financial Literacy

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>

<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<p>Unit 5 Summary: Decoding and emphasis on comprehension strategies to understand, remember and discuss stories and informational text and read with fluency and expression will continue in fiction and nonfiction texts. Focus will be on writing to tell a story and writing to gather and pass on information. Written work will demonstrate more consistent and appropriate use of capitalization and punctuation.</p>	<p>Duration: May- June (Approximately 35 Days)</p>
<p>NJ Student Learning Standards</p>	
<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story RL.K.4. Ask and answer questions about unknown words in a text.</p>	

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

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 illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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

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.5. Identify the front cover, 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 (e.g., what person, place, thing, or idea in the text an illustration depicts).

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

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

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

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

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency

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

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

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

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

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.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 detail.

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

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 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 meanings.

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

Interdisciplinary Connections

1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative dram

1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama)a)

6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Career Readiness, Life Literacies, and Key Skills

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: : Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g.,

W.2.6., 8.2.2.ED.2).

Computer Science and Design Thinking

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution

Essential Understandings

Essential Questions

Students will understand that...

- Writers use personal connections from a book to generate ideas for their own writing
- Writers write about their personal experiences
- Writers include a clear sequence and descriptive details in their writing.
- Opinions are made after considering facts and feelings

- How do writers come up with ideas for stories?
- How do writers make their stories more clear and interesting?
- How can I make my opinions clear with words, written or spoken.

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

Students will make a poster about what makes a good personal narrative. They will include pictures and words to describe the information.

Formative Assessments

- Classroom activities and discussions
- “Tell what you know” Students are given a set amount of time to draw or state what they have learned

Teacher presents two texts, such as *On the Town: a Community Adventure and Places in my Neighborhood* (ReadyGen Unit 6) Students state and support an opinion about which selection they like better and give at least 3 reasons.

Summative Assessments

	<ul style="list-style-type: none"> ● Tests ● Quizzes ● Project rubric <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Unit of Year Benchmark ● Linkit Assessment ● HMH Reading Inventory <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work ● Class Discussion Rubric ● Teacher Observation ● Participation Rubric
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● different literary genres including: fantasy, nursery rhymes, folktales, fables and poetry ● how to identify characters, setting, and main idea ● confirm/alter predictions based on evidence from the text ● purpose for writing ● how to produce a written response 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● distinguish between fiction and non-fiction ● identify characters, setting, and main idea ● compare/contrast stories ● Form and support opinions ● use comprehension strategies including making connections, visualizing and inferring

	<ul style="list-style-type: none"> produce and write beginning and ending sounds, and some medial sounds
Instructional Plan	
Suggested Activities	Resources
<p>“Share the Pen”: Story character and setting are given by the teacher. Each student adds a line until the story is complete. This can be done orally with the teacher acting as scribe.</p>	Large paper
<p>What do You Think? Teacher asks an opinion question. It could be as simple as “ice cream or candy?” or “did you like this character or that character better?” The student walk to a designated side of the room. As a group they will try to change the other side’s mind with reason. Then, ask if anyone would like to switch.</p>	
<p>Students decide if they agree with the statement we are all the same using procedure above.</p> <p>Teacher reads <i>Whoever You Are</i> by Mem Fox. Students are asked again and redo the activity above. Discuss if and why students changed their minds.</p>	<i>Whoever You Are</i> by Mem Fox
<p>Teacher reads <i>Feathers and Fools</i> by Mem Fox. Students decide how they would react if they were a bird in this story and illustrate a solution to the conflicts of the adult birds.</p>	<i>Feathers and Fools</i> by Mem Fox (A Holocaust allegory. Birds of different species destroy each other with prejudice and hate. leaving the young to create a new way of life)
<p>Teacher asks opinion question relate to story. Student act out their responses either individually or with a partner.</p>	
<p>Assemble the ABC book: Give students their ABS pages. They help each put them in alphabetical order.</p>	Previously Completed Alphabet pages, book binding
Websites	

https://www.readinga-z.com/	online stories
https://www.getepic.com/	online stories
http://www.abcya.com/	activities
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Use a strong student as a “buddy” (does not necessarily have to speak the primary language) ● Preview lessons ● Graphic organizers ● Pre-teach key vocabulary ● Build background knowledge ● Use visuals 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Higher level questioning ● Students design questions 	

- Choice board to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- iRead data driven mini lessons
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education

- Follow all IEP modifications
- Provide differentiated instruction as needed
- reword explanations
- have student repeat key ideas

504

- Follow all 504 modifications
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.