

Verona Public School District Curriculum Overview

Literacy- Kindergarten



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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Students are engaged in a literacy program that fosters the necessary skills to become independent readers, writers, speakers, thinkers, and learners. To further this goal, the Verona School district promotes a balanced literacy based framework. This framework is designed to help all students learn to read and write effectively in a differentiated workshop approach. Specifically, a three block balanced literacy framework is employed that encompasses reading workshop, writing workshop and word work. Students learn in a supportive environment where lessons are scaffolded to meet their needs. They will achieve a balanced literacy experience through independent reading, writing, speaking, and listening. With the support of teachers, students take ownership and assume gradual responsibility of their learning. Teachers assess students at regular intervals to inform their instructional decisions.

Prerequisite(s): none

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
x A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation x B. Technology and Society C. Design x D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	x CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<p>A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting</p>	<p>x A. Career Awareness (K-4) B. Career Exploration (5-8) C. Career Preparation (9-12)</p>	<p>A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.</p>

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<p>School Wide Reading Units - includes binders and mentor texts Set of Lucy Calkins Writing Workshop books Writing Workshop mentor texts</p>	<ul style="list-style-type: none"> ● Scholastic Guided Reading sets ● <u>Classroom mentor texts</u> ● Links to videos, class sites, strategies for Reader's Workshop http://www.readersworkshop.org ● TCRWP - Teachers College Reading & Writing Project http://tc.readingandwritingproject.com ● <u>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</u> Jennifer Serravallo

Reading Units of Study

Reading Unit One Title / Topic: We Are Readers Exploring the Exciting World of Books

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS)

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.

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

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

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

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

A. Follow words from left to right, top to bottom, and page by page.

B. Recognize that spoken words are represented in written language by specific sequences of letters.

C. Understand that words are separated by spaces in print.

D. Recognize and name all upper- and lowercase letters of the alphabet.

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

A. Recognize and produce rhyming words.

B. Count, pronounce, blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency and sight words with automaticity.

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

C. 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., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

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

Literacy- Kindergarten

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- 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 detail.

Transfer Goal:
 Students will be able to independently use their learning to develop an understanding of themselves as readers by actively participating in a reading community.

Meaning

<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Reading is an adventure. Everyone can read. Readers can read a variety of things from names, colors and environmental print to storybooks. ● Readers learn how to get themselves ready to read. Readers have intentions and purposes for reading. ● Readers can use reading strategies to help them read. Readers share what they have learned with others in a variety of ways ● Books are filled with information and stories that we can read in different ways. ● Sharing and discussing text with a partner is valuable. ● Readers can read independently and as part of a community. Readers have routines and procedures to follow in a workshop setting. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is reading? ● Who reads? ● What do readers read? ● How do I read? ● How do I talk about what I read with others? ● How do we begin to read and enjoy books? ● What can we learn from sharing and discussing text with a partner? ● How do readers work in a community? ● What is Reader's Workshop?
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Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● Readers notice words they know in print. ● Readers handle books properly and with care. ● Readers can identify the job of author and illustrator. ● Readers can use the illustrations & pictures to find out what the story is about and answer questions about the story. ● Readers can begin to track print from top to bottom and left to right. ● Readers should have good reading habits during the school day. ● Readers begin to communicate about what they are reading with others. <p><i>Key Terms – reading workshop, book bags, “just right” books, fiction, non-fiction, punctuation</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Follow a read aloud or shared story ● Understand the parts of a book ● Conduct a picture walk of a book ● Participate in shared reading experiences ● properly care for books in our library. ● choose appropriate text. ● identify and use a period, a comma, an exclamation point, and a question mark. ● recognize characteristics of fiction and nonfiction books
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Stage 2: Acceptable Evidence

Transfer Task

Students will be monitored to be sure that they are able to follow the rules and routines of Reading Workshop. Students will be expected to participate in Read-Aloud, Shared Reading, Guided Reading, and Independent Reading. Teachers will be monitoring students daily through teacher observation.

Stage 3: Activities

Potential Teaching Points:

<p>Bend One <i>Learning Goal:</i> Readers get their minds and bodies ready for Reading Workshop</p>	<p><u>Lesson One:</u> Listen...Share...Read <u>Teaching Point:</u> Readers get ready for reading workshop by listening to books, sharing ideas and learning skills so that their minds and bodies are ready.</p>		<p><u>Lesson Two:</u> Counting Words, Finding Spaces <u>Teaching Point:</u> Readers get ready for reading workshop by counting letters and words and finding spaces so that their minds and bodies are ready.</p>	<p><u>Lesson Three:</u> Listening and Thinking <u>Teaching Point:</u> Readers get ready for reading workshop by listening to a read-aloud and practicing the routine so that their minds and bodies are ready.</p>
<p>Bend Two <i>Learning Goal:</i> Readers become familiar with good reading habits</p>	<p><u>Lesson Four:</u> Direction, Match and Sweep <u>Teaching Point:</u> Readers become good readers by moving across the words left to right, using one to one match and sweeping back so that they can enjoy reading time.</p>		<p><u>Lesson Five:</u> Who Am I As A Reader? <u>Teaching Point:</u> Readers become good readers by thinking about what they like to read, where and with whom so that they can enjoy reading time.</p>	<p><u>Lesson Six:</u> Reading the Pictures <u>Teaching Point:</u> Readers become good readers by using pictures to help them read the words so that they can enjoy reading time.</p>
<p>Bend Three <i>Learning Goal:</i> Developing As Readers</p>	<p><u>Lesson Seven:</u> Exploring the World of Books <u>Teaching Point:</u> Readers become good readers by exploring genres so that they are excited about reading.</p>		<p><u>Lesson Eight:</u> The Words We Know <u>Teaching Point:</u> Readers become good readers by identifying and practicing high frequency words so that they are excited about reading.</p>	<p><u>Lesson Nine:</u> What's That Mark? <u>Teaching Point:</u> Readers become good readers by identifying punctuation and understanding it's purpose so that they are excited about reading.</p>
<p>Bend Four <i>Learning Goal:</i> Becoming An Active Participant In Our Reading Community</p>	<p><u>Lesson Ten:</u> Collaborative Conversation <u>Teaching Point:</u> Readers come together to share their thoughts by participating in conversation so</p>		<p><u>Lesson Eleven:</u> Rereading Like A Storyteller <u>Teaching Point:</u> Readers come together to reread in a variety of ways by using beat and rhythm so</p>	<p><u>Lesson Twelve:</u> Making Meaning <u>Teaching Point:</u> Readers come together to talk about using concepts of print, pictures, and story sequence</p>

	that they can be active participants in our reading community.		that they can be active participants in our reading community.		so that they are excited about reading.
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Reading Unit Two Title / Topic: Emergent Storybooks**Unit Duration: 4 weeks****Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards for English Language Arts**

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.5- Recognize common types of text (e.g., storybooks, poems).

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

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).

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

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

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

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with //, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- A. Read emergent-readers 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.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

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.

Transfer Goal:

Students will be able to independently use their learning to...

Expose students to a variety of books

Introduce

Reinforce early reading behaviors
 Begin initial explicit reading instruction through shared reading

Meaning

Enduring Understandings

Students will understand that:

- Books tell stories.
- Purposeful conversations lead to understanding.
- Use the illustrations help read books
- Making personal connections to our read help us better understand the book

Essential Questions:

- How do readers read emergent story books the best they can?
- Why is it important to make connections when we read?
- How can we learn more about our books by discussing them with partners?
- How do readers read and understand stories in their books?
- What kind of talk can we have with our partners about books?

Acquisition of Knowledge & Skills

Students will know:

- elements of an emergent storybook
- Text conveys meaning.
- Strategies can be used to solve unknown words.
- Characters represent who is in the story.
- Setting represents where and when the story takes place.
- Events are the things that happen in a story.

Students will be able to:

- Gain a sense of how stories tend to unfold
- Take well known books and reread them even better
- Retell their favorite emergent story books
- Share ideas with a partner
- Make connections within and across text
- Retell a text using the pictures/illustrations in a text read independently or aloud.
- Use cues such as visuals or beginning sounds to figure out unknown words.
- Revise reading using meaning, pictures, story language, and print.
- Talk to a partner about the characters, setting, and major events using the pictures to support ideas.

Stage 2: Acceptable Evidence

Transfer Task

Students will be able to actively engage with emergent storybooks with confidence and accuracy.

Stage 3: Activities

Potential Teaching Points:

<p>Bend One <i>Learning Goal:</i></p>	<p>Lesson One: Pictures Teaching Point: Readers read familiar stories by looking at the</p>		<p>Lesson Two: Characters Teaching Point: Readers read familiar stories by following the</p>		<p>Lesson Three: Exact Words Teaching Point: Readers read familiar stories by remembering the</p>
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Readers can follow a story	pictures and retelling what they remember so that they can follow the story.		characters, using the characters names, and retelling what they are doing so that they can follow the story.		exact words that the character said and repeating lines so that they can follow the story. (precise lines - “who’s that tripping over my bridge” and refrains “trip trap trip trap”)
Bend Two <i>Learning Goal:</i> Readers can read like a storyteller	Lesson Four: Voices Teaching Point: Readers read familiar stories by making their voice change to match the characters so that they can read like a storyteller.		Lesson Five: Fast/Slow Teaching Point: Readers read familiar stories by making their voice slow down or speed up to match important parts of the story so that they can read like a storyteller.		Lesson Six: Loud/Soft Teaching Point: Readers read familiar stories by making their voice get louder and softer to match important parts of the story so that they can read like a storyteller.
Bend Three <i>Learning Goal:</i> Readers read with partners	Lesson Seven: Hip to Hip Teaching Point: Readers read familiar stories with partners by sitting hip to hip and placing one book in the middle so that they can talk, point to the pictures, and read together.		Lesson Eight: Taking Turns Teaching Point: Readers read familiar stories with partners by taking turns reading the pages so that they can sound like storytellers.		Lesson Nine: Act it Out Teaching Point: Readers read familiar stories with partners by acting out the parts so that they can bring their books to life.
Bend Four <i>Learning Goal:</i> Readers remember stories they read	Lesson Ten: Retelling Teaching Point: Readers retell familiar stories by closing the book and retelling what happened first, next, then, after that, and last so that they can understand and remember the story.		Lesson Eleven: Feelings Teaching Point: Readers retell familiar stories by talking about parts of the book where as readers they had strong feelings (funny parts, scary parts, sad parts, etc) so that they can understand and remember the story.		Lesson Twelve: Adding On Teaching Point: Readers retell familiar stories by talking about what they think could happen next if the book kept on going so that they can understand and remember the story.

Reading Unit Three Title / Topic: Poetry	Unit Duration: 4 weeks
Stage 1: Desired Results	
Established Goals:	

New Jersey Student Learning Standards for English Language Arts

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

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

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

A- Follow words from left to right, top to bottom, and page by page.

B- Recognize that spoken words are represented in written language by specific sequences of letters.

C- Understand that words are separated by spaces in print.

D- Recognize and name all upper- and lowercase letters of the alphabet.

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

A- Recognize and produce rhyming words.

B- Count, pronounce, blend, and segment syllables in spoken words.

C- Blend and segment onsets and rimes of single-syllable spoken words.

D- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words

E- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

A- Read emergent-readers with purpose and understanding.

B- Read grade level text for 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.

A- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B- Continue a conversation through multiple exchanges.

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.

Transfer Goal:

Students will independently use their learning to apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre.

Meaning

Enduring Understandings

Students will understand that:

- poetry is a genre.
- poetry has special features that help us read a poem the way the poet intended for it to sound.
- poetry incorporates rhythm, beat and rhyme.
- Poetry includes meanings, beats, and rhymes
- Images and phrases help to describe bigger meaning.

Essential Questions:

- What is poetry?
- How can we use the structure, look and sound to understand the mood of the poem?
- How does the rhythm, beat and rhyme help us read the poem?
- How does the poet want us to feel when we read a poem?
- How do readers understand poetry?
- How do readers pay attention to important images, phrases, and words to understand the bigger meaning?
- How do readers interpret various poem styles?

Students will know:

- the features of a poem.
- each poem creates a feeling or mood.
- poems use rhythm, beat and rhyme.
- How to recognize how poems are read; the features that influence the look and sound of poetry; and how they are related to the mood of the poem.
- To use line breaks, white space, bold print, all capital letters, punctuation, and repetition in order to read poems with fluency, inflection, phrasing, and rhythm.
- How to identify rhythm, beat, and rhyming sounds.
- How to recognize the role of onomatopoeia and repetition play in creating the sounds, images, and meanings of poems.
- How to identify alliteration as a few words in a row with the same repeating beginning sound.
- How to recognize how lullabies have simple story lines, rhymes, rhythms, and tones to calm readers, putting them to sleep.
- How to recognize that their background knowledge will help them make connections as they read and enjoy a variety of poems.

Key Terms –poetry, poet, rhythm, beat, rhyme, repetition, onomatopoeia, alliteration, lullaby

Students will be able to:**Students will be able to:**

- identify different types of poems.
- use the features of the poem to read with fluency, inflection, phrasing and rhythm.
- identify the rhythm, beat and rhyming sounds within a poem to predict what words come next in the poems we read.
- identify onomatopoeia, repetition, and alliteration within a poem.
- explore a variety of poetry selections in order to get themselves ready to read, study, and enjoy poetry.
- use their background knowledge to predict what they may be about.
- listen for patterns, and rhyming sounds to predict what words come next.
- visualize to build images, envision, experience, and gain deeper meanings of the poems they read.
- use background knowledge and the words from the poems to create mental images, focusing on sensory details to help them better understand the poem.
- think about descriptive language and creative word choices that poets use and will visualize how they can take simple, ordinary things and make them appear, feel, and sound extraordinary.
- practice using monitoring strategies to help them understand new and unfamiliar words in the poems they read.
- review the devices that poets use in order to help them understand the meaning and read with expression, volume, phrasing, and pace.
- use their personal experiences and questions they wonder about to discover the messages and big ideas found in the poems they read.
- act out poems by using inflection, expression, gestures, and movement in order to enhance their understanding of the poem.
- share which poem meant the most to them using evidence.
- look and listen for onomatopoeia and repetition in the shared poems and use these devices to help them read with expression and volume.

Stage 2: Acceptable Evidence**Transfer Task**

Students will listen to a poem, understand the poet's meaning, and identify the features of poetry.

Stage 3: Activities

Potential Teaching Points:

<p style="text-align: center;">Bend One <i>Learning Goal:</i> The world of poetry</p>	<p>Lesson One: Let's Explore Poetry Teaching Point: Readers will immerse themselves in the genre of poetry by reading, exploring, and listening to a variety of selections in order to get themselves ready to read, study, and enjoy poetry.</p>		<p>Lesson Two: Getting Ready Teaching Point: Readers get themselves ready to read poetry by thinking about the title of the poem, the title of the book, and the illustrations in order to predict what they might be about.</p>		<p>Lesson Three: The Look of Poetry Teaching Point: Readers will understand and use the features of poetry (line breaks, punctuation, repetition) by looking at and listening to poems read aloud in order to read poems with fluency, inflection, phrasing, and rhythm.</p>
<p style="text-align: center;">Bend Two <i>Learning Goal:</i> The sounds of poetry</p>	<p>Lesson Four: Do You Hear What I Hear? Teaching Point: Readers will listen to a variety of poems in order to identify the rhythm, beat, and rhyming sounds.</p>		<p>Lesson Five: The Sounds We Read Teaching Point: Readers will listen for onomatopoeia and repetition in the shared poems in order to help them read with expression and volume.</p>		<p>Lesson Six: It's All About Alliteration Teaching Point: Readers will listen to a variety of poems in order to identify alliteration as a few words in a row with the same, repeating beginning sound.</p>
<p style="text-align: center;">Bend Three <i>Learning Goal:</i> Poems paint a picture in your mind</p>	<p>Lesson Seven: Do You See What I See? Teaching Point: Readers will study a variety of poems and use the strategy of visualizing to build images, envision, experience, and gain deeper meanings of the poems they read.</p>		<p>Lesson Eight: Close Your Eyes and You Will See Teaching Point: Readers will use background knowledge and the words from the poems to create mental images as they read and enhance their images by adding sensory details to help them better understand a poem.</p>		<p>Lesson Nine: Act It Out! Teaching Point: Readers celebrate poetry by using their mental images and rhythm to perform poems with energetic gestures enthusiastic expression.</p>
<p style="text-align: center;">Bend Four <i>Learning Goal:</i> Reading strategies</p>	<p>Lesson Ten: Let's Figure It Out Teaching Point: Readers know when they come upon unfamiliar words in poems. They look at pictures to help them to understand new words in poems that they read.</p>		<p>Lesson Eleven: Let's Figure It Out Teaching Point: Readers know when they come upon unfamiliar words in poems. They think about what is happening in the poem to help them to understand new words in poems that they read.</p>		<p>Lesson Twelve: Let's Figure It Out Teaching Point: Readers know when they come upon unfamiliar words in poems. They think about what word would make sense and sound right to help them to understand new words in poems that they read.</p>

Stage 1: Desired Results

Established Goals:**New Jersey Student Learning Standards (NJSLS) for English**

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.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).

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

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

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

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

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

A. Follow words from left to right, top to bottom, and page by page.

B. Recognize that spoken words are represented in written language by specific sequences of letters.

C. Understand that words are separated by spaces in print.

D. Recognize and name all upper- and lowercase letters of the alphabet.

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

A. Recognize and produce rhyming words.

B. Count, pronounce, blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with //, /r/, or /x/.)

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency and sight words with automaticity.

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

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

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

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

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

- 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.

Transfer Goal:

Students will be able to independently use their learning to apply specific strategies so that they may develop their individual reading skills.

Meaning

Enduring Understandings

Students will understand that:

- Readers get their minds ready to read.
- Readers have strategies for reading.
- Readers make sure what they are reading makes sense.
- Readers “smooth” it out (fluency).
- Readers form partnerships.
- Readers use a variety of strategies all at once to access and make meaning of text.

Essential Questions:

- How do readers get their minds ready to read?
- What tools do readers use to figure out tricky words?
- How do readers make sense of what they are reading?
- How do readers read like storytellers?
- How do readers share and read together?
- How do readers use strategies to read words and make sense of text?

Acquisition of Knowledge & Skills

Students will know:

- There are specific strategies that readers use when independently reading.
- Books can be shared and read with a partner.
- Basic print concepts.
- Reading strategies work together.
- Print provides information to readers.
- Text and illustrations work together.

Key Terms –Tricky words, word patterns, tapping, word wall, re-telling.

Students will be able to:

- Use the cover, title and pictures to get their minds ready to read.
- Figure out tricky words by checking the picture, using the word wall, continuing the pattern, using the first and last letter and tapping.
- Read like a storyteller by tapping underneath each word, re-reading and changing their voice.
- Read with a partner.
- Choose appropriate strategies and apply to both familiar and unfamiliar text.
- Read CVC words. Start reading at the appropriate place.
- Track print from left to right (directionality), top to bottom (return sweep), and page-to-page.
- Point to each word while reading (one-to-one correspondence).
- Read words using beginning sounds, picture clues, and context clues.
- Fluently read known words (sight words).
- Describe relationships between illustrations and the story

Stage 2: Acceptable Evidence

Transfer Task

During independent reading and partner reading, students will use the strategies they have learned.

Stage 3: Activities

Potential Teaching Points:

<p>Bend One <i>Learning Goal:</i> Readers get their mind ready to read.</p>	<p>Lesson One: Cover Teaching Point: Readers ready to read by using the cover and thinking what this book is about so that they can turn their minds on.</p>		<p>Lesson Two: Title Teaching Point: Readers ready to read by using the title and predicting what might be inside so that they can turn their minds on.</p>		<p>Lesson Three: Picture Walk Teaching Point: Readers ready to read by taking a picture walk and studying the pictures closely and saying what is happening so that they can turn their minds on.</p>
<p>Bend Two <i>Learning Goal:</i> Readers have strategies for reading</p>	<p>Lesson Four: Picture Teaching Point: Readers figure out tricky words by Checking the picture & thinking about what would make sense so that they can read all the words on a page.</p>		<p>Lesson Five: Word Wall Teaching Point: Readers figure out tricky words by using the word wall to help you notice words you know so that they can read all the words on a page.</p>		<p>Lesson Six: Pattern Teaching Point: Readers figure out tricky words by using the pattern and making it the same on each page so that they can read all the words on a page.</p>
	<p>Lesson Seven: First letter Teaching Point: Readers figure out tricky words by getting their mouths ready for the first letter so that they can read all the words on a page.</p>		<p>Lesson Eight: Last letter Teaching Point: Readers figure out tricky words by checking the last letter to make it matches (or looks right) so that they can read all the words on a page.</p>		<p>Lesson Nine: Tapping Teaching Point: Readers figure out tricky words by tapping so that they can read all the words on a page</p>
<p>Bend Three <i>Learning Goal:</i> Readers make sure it matches</p>	<p>Lesson 10: Picture match Teaching Point: Readers monitor by making sure it makes sense with the picture and going back to fix</p>		<p>Lesson 11: Sound right Teaching Point: Readers monitor by asking “does that sound right” and going back to fix it so that they read the words correctly.</p>		<p>Lesson 12: Match letter Teaching Point: Readers monitor by asking if it looks right (match up with the letters) and going back to fix it</p>

	it so that they read the words correctly.				so that they read the words correctly.
Bend Four <i>Learning Goal:</i> Readers “smooth” it out(Fluency)	Lesson 10: Tapping underneath word Teaching Point: Readers make it smooth by crisply tapping underneath each word so that they can read like storytellers.		Lesson 11: Re-reading Teaching Point: Readers make it smooth by re-reading to smooth out the bumps so that they can read like storytellers.		Lesson 12: Changing their voice Teaching Point: Readers make it smooth by changing their voice when reading to show feeling so that they can read like storytellers.
Bend Five <i>Learning Goal:</i> Forming Partnerships	Lesson 13: Pointing Teaching Point: Readers read with partners by pointing & reading together so that they can share and read together.		Lesson 14: Tricky word Teaching Point: Readers read with partners by helping each other by figuring out the tricky word so that they can share and read together.		Lesson 15: Re-telling Teaching Point: Readers read with partners by re-telling and talking about parts of the book. (e.g., favorite part, funny part) so that they can share and read together.

Reading Unit Five Title / Topic: Nonfiction (Reading for information)	Unit Duration: 4 weeks
Stage 1: Desired Results	
Established Goals:	
New Jersey Student Learning Standards for English Language Arts	
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	

RI.K.4- With prompting and support, ask and answer questions about unknown words 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 (e.g., in illustrations, descriptions, or procedures).

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

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

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

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.

L.K.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

Transfer Goal:

Students will be able to independently use their learning to understand that nonfiction books can be used to learn about our world.

Meaning

Enduring Understandings

Students will understand that:

- Readers read informational text to learn about their world and themselves.
- Nonfiction is real
- Nonfiction teaches you about a topic.
- Readers can share what they read and learn to teach others information.

Essential Questions:

- How do readers use books to learn?
- What makes a book nonfiction?
- How can I use a nonfiction book to answer questions and learn?
- How can readers share what they have learned?

Acquisition of Knowledge & Skills

Students will know:

- How to identify nonfiction books
- How to identify a Biography
- How to use a book's parts to find information
- How to ask questions to learn as much as we can
- The difference between fiction and nonfiction text.
- The text features of a nonfiction text.
- Main idea means what the text is mostly about.
- Details support the main idea.

Students will be able to:

- Tell the difference from a fiction and a nonfiction book by comparing and contrasting them
- Use the book's cover and title to discover what the book will be about
- Use a nonfiction book to gain knowledge
- Ask and answer questions before/during/after reading nonfiction books to understand new information

- Nonfiction text provides the reader with information on a topic.
- Ideas, events, people, and information are connected in a text.
- Compare means to tell the similarities between texts.
- Contrast means to tell the differences between texts.

Key Terms –nonfiction, label, biography, text box, table of contents, big idea, glossary, misconception, index, arrow, caption, reference, bold print, literary nonfiction, headings

- Identifies the big idea of a book and key details that help deepen understanding
- Make a personal connection to a book that is read
- Use pictures, background knowledge, and content in nonfiction books for better understanding
- Identify the text features of a fiction and nonfiction text.
- Use text features of nonfiction text to determine main idea.
- Make sense and gain information from nonfiction text by using a variety of strategies:
 - Thinking about topic and title
 - Using picture clues
 - Rereading
 - Monitoring for meaning
 - Decoding words
 - Using patterns
 - Cross checking for meaning
 - Asking and answering questions about unknown words
 - Asking and answering questions about key details
- Retell the key details related to the main idea/topic of a nonfiction text.
- Describe how people, events, ideas, or pieces of information are connected in a text.
- Compare and contrast two or more nonfiction texts on the same topic by explaining similarities in and differences between illustrations, descriptions, or procedures).
- Have partner conversations about the topic of a nonfiction text (i.e., people, places, things, events)

Stage 2: Acceptable Evidence

Transfer Task

The children will choose a nonfiction book from their book box. They will identify what makes that book nonfiction.

Stage 3: Activities

Potential Teaching Points:

<p><u>Week One</u></p>	<p><u>Lesson One:</u> Exploring Nonfiction <u>Teaching Point:</u> Readers predict what they will learn by thinking about the</p>	<p><u>Lesson Two:</u> Text Features <u>Teaching Point:</u> Readers find and learn new information by using the text features so that they understand the topic well.</p>	<p><u>Lesson Three:</u> Using Pictures to Learn <u>Teaching Point:</u> Readers learn more information by studying the</p>
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	topic and what the book is mostly about.				pictures closely and thinking, “What else can I learn here?”, so that they can understand the topic well.
<u>Week Two</u>	<u>Lesson Four:</u> Questions and Answers <u>Teaching Point:</u> Readers learn more by asking and answering questions before, during, and after they read so that they can look for answers or make up answers using what they’ve learned.		<u>Lesson Five:</u> Learning New Words <u>Teaching Point:</u> Readers learn new words by using pictures, glossaries, and thinking, “What would make sense here?”, or “What could this word mean?”.		<u>Lesson Six:</u> What’s the Big Idea <u>Teaching Point:</u> Readers retell what they’ve learned by naming the big topic and what they learned across their fingers so that they remember the information.
<u>Week Three</u>	<u>Lesson Seven:</u> Getting Ready <u>Teaching Point:</u> Readers get their minds ready by taking a picture walk and thinking, “What do I know?”, and “What will I learn?” so that they can learn new information		<u>Lesson Eight:</u> Making Connections <u>Teaching Point:</u> Readers make connections by thinking about how a book reminds them of other books or what they’ve seen in real life so that they can see that it helps them understand more.		<u>Lesson Nine:</u> Change Our Thinking <u>Teaching Point:</u> Readers change their thinking by thinking, “What new information did I learn?” and “How has my thinking changed?”
<u>Week Four</u>	<u>Lesson Ten:</u> Search For Information <u>Teaching Point:</u> Readers think about how all the parts fit together, the pictures and the words and the title so that they can grow big ideas.		<u>Lesson Eleven:</u> Strategies Revisited <u>Teaching Point:</u> Readers figure out the words by using the pattern to help them read and then checking the picture for the new word on the page.		<u>Lesson Twelve:</u> Strategies Revisited <u>Teaching Point:</u> Readers use the picture, the first letter and last letter to help them figure out a new word.

Reading Unit Six Title / Topic: Fiction (character focus)	Unit Duration: Five weeks
Stage 1: Desired Results	
Established Goals:	
New Jersey Student Learning Standards for English Language Arts	
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).	

Literacy- Kindergarten

- RL.K.3- With prompting and support, identify characters, settings, and major events in a 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.3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.7- 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.
- Follow words from left to right, top to bottom, and page by page.
 - 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.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with //, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - Read high-frequency and sight words with automaticity.
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
- Read emergent-readers with purpose and understanding.
 - Read grade level text for 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.
- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- 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.
- L.K.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

Transfer Goal:

Students will be able to independently use their learning to analyze how authors use characters to help tell a story.

Meaning

Enduring Understandings

Students will understand that:

- Readers read the whole book with purpose and for understanding.

Essential Questions:

- How do readers make meaning from the whole story?
- How do readers share?

- Readers talk with their partners about the meaning of their books.
- Readers read like storytellers.
- Patterns help readers predict, understand tricky parts, and attack words.
- Readers check their reading when they are stuck.

- How do readers read with fluency and expression?
- How do patterns in books help readers predict, understand tricky parts, and attack words?
- How do readers check their work?

Acquisition of Knowledge & Skills

Students will know:

- how to monitor unknown words, attack words and tricky parts in a text.
- element of general fiction: character
- the comprehension strategies: retell.

Students will be able to:

- look closely at the pictures and cover of the book to remind them/help them understand what is going on in the story.
- use their fingers to help them follow the print.
- read in a way that sounds as if they are telling the story.
- look closely at the character to see how they might be feeling or what they might be thinking from their body language/facial expressions.
- put the pages together to read the whole book, across the pages.
- Reread a few times so the story becomes smooth.
- use connecting words to retell the whole story after rereading many times, (first, then, next, last)
- stop if they get lost in the reading and lose track of the story, go back 2 pages and reread.
- mark a part in their book they want to share: parts that give a strong feeling, parts that were confusing, things that made you wonder, pages that connect, different books and different characters are alike and different.
- share what has been their favorite book so far and tell why.
- plan to read with a partner, working tricky parts out together. • dramatize the story. (act out a scene, think of how the character feels and make their voice/facial expression/ body gesture)
- read their story like a storyteller, using storytelling voices to hold the listeners attention, and make it interesting/exciting.
- retell their story.
- think about what would make sense when they are stuck on a word.
- notice the initial letter of a word to get their mouth ready when they are reading/or stuck on a word.
- immediately recognize sight words from the word wall, and notice when they are doing it.
- point under each word as they read.
- stop, and reread when a word or part does not make sense, going back to attack the word, until it does make sense.
- notice patterns in their book (repeating words/rhymes) and use that to help them read smoothly.

Stage 2: Acceptable Evidence

Transfer Task

Students will be able to independently use their learning to analyze how authors use characters to help tell a story.

Stage 3: Activities

Potential Teaching Points:

<p><u>Bend One</u> <i>Learning Goal:</i> Students will identify characters.</p>	<p><u>Lesson One:</u> <u>Teaching Point:</u> Readers determine who the main character(s) in a book is(are) by looking at the cover illustration.</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u> Readers determine who the main character(s) is(are) by reading the title of the book.</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u> Readers determine who the main character(s) is (are) by identifying who is on most pages of the book.</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u> Readers determine if there is more than one main character by looking at the cover illustration, reading the title, and identifying who is on most pages of the book.</p>
	<p><u>Lesson Five:</u> <u>Teaching Point:</u> Readers determine who other important characters are by thinking of who the main character interacts with.</p>			
<p><u>Bend Two</u> <i>Learning Goal:</i> Students will follow characters actions.</p>	<p><u>Lesson Six:</u> <u>Teaching Point:</u> Readers follow the actions of characters by paying attention to what they're doing on each page.</p>	<p><u>Lesson Seven:</u> <u>Teaching Point:</u> Readers follow characters actions by looking closely at the pictures.</p>	<p><u>Lesson Eight:</u> <u>Teaching Point:</u> Readers follow characters actions by thinking "why is the character doing what they are doing?"</p>	
<p><u>Bend Three</u> <i>Learning Goal:</i></p>	<p><u>Lesson Nine:</u> <u>Teaching Point:</u></p>	<p><u>Lesson Ten:</u> <u>Teaching Point:</u></p>	<p><u>Lesson Eleven:</u> <u>Teaching Point:</u></p>	<p><u>Lesson Twelve:</u> <u>Teaching Point:</u></p>

Students will recognize and identify characters feelings.	Readers recognize and identify characters feelings by thinking about what is happening.	Readers recognize and identify characters feelings by looking at face and body gestures.	Readers recognize and identify characters feelings by listening to what the character says.	Readers recognize and identify characters feelings by noticing if the character's feelings change throughout the book.
<u>Bend Four</u> <i>Learning Goal:</i> Students will determine if the character learns a lesson.	<u>Lesson Thirteen:</u> <u>Teaching Point:</u> Readers determine if the character learns a lesson by thinking about how they solve their problem.	<u>Lesson Fourteen:</u> <u>Teaching Point:</u> Readers determine if the character learns a lesson by thinking what they learned from solving the problem.	<u>Lesson Fifteen:</u> <u>Teaching Point:</u> Readers determine if the character learns a lesson by thinking about how the problem happened.	

Reading Unit Seven Title / Topic: Reading Clubs	Unit Duration: 3 weeks
Stage 1: Desired Results	

Established Goals:

New Jersey Student Learning Standards for English Language Arts

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.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.3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information 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.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

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

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with //, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

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

- A. Read emergent-readers with purpose and understanding.
- B. Read grade level text for 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.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

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.

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

Transfer Goal:

Students will be able to independently use their learning to engage in productive and insightful dialogue about shared reading experiences (eg. book clubs).

Meaning

<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Good readers teach others how to read using a variety of strategies. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What reading strategies can you use when teaching your partner how to read for understanding? ● What word attack strategies can you use when you encounter a difficult word?
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Acquisition of Knowledge & Skills

<p>Students will know that:</p> <ul style="list-style-type: none"> ● Good readers look ahead at the print for words we know. ● Pictures help us figure out the meaning of text ● Good readers reread to build understanding ● Good readers reread to increase fluency ● Good readers reread text for enjoyment ● As we read, good readers notice short vowel spelling patterns ● Good readers recognize and read high frequency words 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● make predictions before and during reading ● teach others how to track print ● teach our partners good reading habits and strategies ● talk about our books with others ● isolate letter sounds segment sounds ● substitute letter sounds ● identify upper- and lowercase letters ● identify rhymes identify syllables ● collect information by using features of text ● organize words by their sounds ● group and record word information
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Stage 2: Acceptable Evidence

Transfer Task

Students will be able to engage in productive and insightful dialogue during book clubs.

Stage 3: Activities

Potential Teaching Points:

<p>Bend One <i>Learning Goal:</i> Readers get their minds ready to learn about a particular topic</p>	<p>Lesson One: Topic Teaching Point: Readers learn about a topic by looking across a set of books and thinking, “How do these books go together?” and “What is this topic?”</p>	<p>Lesson Two: What do I know? Teaching Point: Readers learn that we get started by thinking, “What do I already know about this topic?”</p>	<p>Lesson Three: Easy books first Teaching Point: Readers learn that they start with the easiest books first, which are the ones where they can actually read the words.</p>
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<p>Bend Two <i>Learning Goal:</i> Readers ask questions to learn more</p>	<p>Lesson Four: What did I learn? Teaching Point: When readers learn about a topic we think, “What new info or facts did we learn from this book?”</p>		<p>Lesson Five: What did I learn? Teaching Point: When readers learn about a topic we learn by looking to see what the pictures show and asking, “What is this book teaching?”</p>	<p>Lesson Six: What did I learn? Teaching Point: When readers learn new things about topics they teach it to their reading club by telling what they have learned.</p>
<p>Bend Three <i>Learning Goal:</i> Readers ask questions</p>	<p>Lesson Seven: Similar books Teaching Point: When readers teach each other about what they learned they make connections and show each other books that have similar information.</p>		<p>Lesson Eight: Questions Teaching Point: When readers come together to learn about a topic they come up with questions and try to answer them or find them in books.</p>	<p>Lesson Nine: Answers Teaching Point: When readers don’t have answers to questions they try to come up with answers that make sense.</p>
<p>Bend Four <i>Learning Goal:</i> Readers make connections</p>	<p>Lesson Ten: Creating Teaching Point: Readers can draw and write about things they’ve learned by sketching or making diagrams.</p>		<p>Lesson Eleven: Big Ideas Teaching Point: Readers come together to talk about topics by growing big ideas by thinking, “What does this make us think?”</p>	<p>Lesson Twelve: New Topic Teaching Point: Readers take everything they learned about reading and learning about a new topic and bring it to a new topic.</p>

Writing Units of Study

Writing Unit One Title / Topic: Launching

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English Language Arts

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.

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

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper and lowercase letters of the alphabet.

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

- A. Demonstrate basic knowledge of one-to-one correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings for the five major vowels.

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

- A. Print many upper and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/
- D. Understanding and use question words
- E. Use the most frequently occurring prepositions
- F. Produce and expand complete sentences in shared language activities.

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.

Transfer Goal:

Students will be able to independently use their learning to choose a topic and write a story about it that can span over several pages. Included in the story will be illustrations and words or labels using developmental spelling.

Meaning

Enduring Understandings

Students will understand that:

- thoughts and ideas can be expressed on paper using drawings and words.
- we use writing every day for various purposes.
- Writing has a purpose.
- We are all writers who communicate ideas orally, with symbols, pictures, and words.

Essential Questions:

- What is writing?
- Why is it important to know how to write?
- When do we use writing?
- How can writers add more detail to their pieces?
- How can we share the stories of our lives with others?
- What is Writer's Workshop?

- Writers have routines and procedures to follow in a workshop setting.

Acquisition of Knowledge & Skills

Students will know:

- how to carry on as independent writers.
- how to decide on a topic to write about.
- how to stretch out words and use an alphabet chart to help identify letters and sounds.
- how to edit their writing pieces.
- There are rules and procedures for Writer’s Workshop.
- Writing conveys meaning.
- Illustrations and drawings add detail and meaning to our stories.
- Writing requires thoughtful planning.
- Sharing stories with others is valuable.

Key Terms

Writer’s Workshop
author
illustration
initial sound
edit
writing conference

Students will be able to:

- carry on as independent writers by adding more to their picture, adding more to their words, or starting a new piece.
- decide on a topic to write about and then represent the idea with pictures and words.
- stretch out words to separate the many sounds they hear in words and then write down the letters that correspond with those sounds.
- edit and “fancy up” their writing by going back over their work and adding more words, drawings, a title, or a cover to their story.
- Write about their personal experiences
- Elaborate with drawings or words.
- Plan and revise their writing.
- Sequence their stories.
- Turn and talk to share their stories.

Stage 2: Acceptable Evidence

Transfer Task

Each student will produce a story to share at the end of the unit celebration. The complexity and length of the piece will depend on the individual student. Some of the students will produce stories with no words, just illustrations. Others will have labels or initial sounds representing the words. All of the writing will be using developmental spelling.

Stage 3: Activities

Potential Teaching Points:

<p><u>Week One</u></p>	<p><u>Day One:</u> <u>Mini Lesson:</u> Writers write true stories from their lives by thinking of things they do so they can share their lives with others. (TEACH THE WRITING PROCESS- Think, think think, touch & tell, draw & write, revise) <u>Share:</u> Writers preserve their writing by creating folders so that they can return to their writing day after day.</p>	<p><u>Day Two:</u> <u>Mini Lesson:</u> Writers grow their stories by drawing setting so that the readers feel like they are in place the story takes place in. (representational drawing lesson of objects) <u>Share:</u> Writers keep going independently by taking a booklet from the writing center so that they can share more and more stories with the world.</p>	<p><u>Day Three:</u> <u>Mini Lesson:</u> Writers grow their stories by drawing hard to make ideas (basic shapes and lines- practice drawing typical things) <u>Share:</u> Writers keep their tools organized by keeping a toolbox so that they can find things easily.</p>
<p><u>Week Two</u></p>	<p><u>Day Four:</u> <u>Mini Lesson:</u> Writers grow their stories by drawing hard to make ideas so they can include everyone in their story (teach how to draw a body) <u>Share:</u> Writing Stamina</p>	<p><u>Day Five:</u> <u>Mini Lesson:</u> Writers grow their stories by showing action (teach how people move in the setting) <u>Share:</u> Writing Stamina</p>	<p><u>Day Six:</u> <u>Mini Lesson:</u> Writers plan by touching and telling what happens first, next and last so their stories have a clear beginning, middle and end. <u>Share:</u> Writing Stamina</p>
<p><u>Week Three</u></p>	<p><u>Day Seven:</u> <u>Mini Lesson:</u> Writers think of more ideas by thinking of people they spend time with, things they like to do, places they like to go. <u>Share:</u> Partnership work (hip to hip)</p>	<p><u>Day Eight:</u> <u>Mini Lesson:</u> OPEN LESSON—examples: Writers revise by adding detail. Writers label their pictures with letters they know. <u>Share:</u> Writers select their story they want to publish by choosing their best and most important story so that they can share it with the world (this doesn't take an entire workshop period- just at the end of the lesson)</p>	<p><u>Day Nine:</u> <u>Mini Lesson:</u> Writers get their stories ready for publishing/further revise by adding more details (AKA_ further revise by adding more details) so their stories are ready for publishing. (Create a chart that reminds students to include details such as- "who, where, what, when" in their stories.) <u>Share:</u> Partnership work (hip to hip)</p>
<p><u>Week Four</u></p>	<p><u>Day Ten</u></p>	<p><u>Day Eleven:</u></p>	<p><u>Day Twelve:</u></p>

	<p>Mini Lesson: Writers edit by checking for spelling so their writing is readable to others. (Teach students to make sure they spell words that are high frequency e.g., me, have family words on a chart-display in classroom)Teach correct letters.)</p> <p>Share:</p>	<p>Mini Lesson: Writers prepare to publish by preparing their cover (AND color their illustration (this is for those who wait to color until the end) so that they can turn their stories into books.</p> <p>Share:</p>	<p>CELEBRATION</p>
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Writing Unit Two Title / Topic: Small Moments/Personal Narrative

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English Language Arts

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.

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

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper and lowercase letters of the alphabet.

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

- A. Demonstrate basic knowledge of one-to-one correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings for the five major vowels.

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

- A. Print many upper and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/
- D. Understanding and use question words
- E. Use the most frequently occurring prepositions
- F. Produce and expand complete sentences in shared language activities.

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

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short vowel sounds.
- D. Spell simple words phonetically, drawing on knowledge of letter - sound relationships.

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.

Transfer Goal:

Students will be able to independently use their learning to...

- choose a small moment from their lives and use that idea to stretch across several pages of writing.
- plan and write detailed stories that have a beginning, middle, and an end.
- focus their writing on the most important part of their story.

Meaning

Enduring Understandings

Students will understand that:

Essential Questions:

- What is a small moment in your life that you can write about?

- small moments from their lives can be used to write a story that stretches across several pages.
- stories have a beginning, middle, and an end.
- they should focus their writing on the most important part of their story.
- Good writing is written in sequence.
- The voice trait adds energy and interest to writing.
- Writers use voice when they want to describe their feelings and moods and when they change over time.
- A personal narrative tells about personal experiences from the author's life.
- A small moment describes part of a personal narrative in greater detail.

- Why is it important to write about small moments?
- How can you make your writing even better?
- How do writers express their voice?
- Why is voice important?
- What is a personal narrative?
- What does a small moment show?

Acquisition of Knowledge & Skills

Students will know:

- how to generate ideas for a story.
- that a story has a beginning, middle, and an end.
- how to stretch an idea across several pages of writing.
- That they can write their story in the order that it happened.
- That they can use words and pictures to make their purposes clear and voices strong.
- That they should use their own experiences to write a small moment/personal narrative.
- That they can capture a small moment from their narrative and describe it in more detail.

*Key Terms –
small moment
beginning
middle
end
details*

Students will be able to:

- generate ideas for a story independently and with a partner.
- tell a story across their fingers that has a beginning, middle, and an end.
- write a story using pictures and developmental spelling that focuses on a small moment and stretches across several pages.
- Identify and share personal experiences from his/her life.
- Be able to retell events in order verbally, in writing, and with pictures.
- Be able isolate a small moment and describe it in detail verbally, in writing, and with pictures.
- Be able to tell a story from their life describing their feelings and how feelings change over the course of time.

Stage 2: Acceptable Evidence

Transfer Task

Each child will produce a story that focuses on a small moment from their life. The story will stretch across several pages and include both pictures and words spelled using developmental spelling. The story will have a beginning, middle, and an end. The children will read the stories aloud to a reading buddy or another visitor.

Stage 3: Activities

Potential Teaching Points:

<p><u>Week One</u></p>	<p>Writers generate ideas by thinking of places they like to go so that they can share their true life stories with others. We think, think, think of our idea and how it goes, touch each page of a booklet to tell how it goes, then we draw and write.</p> <p>At the end of WW, begin a story ideas chart.</p>		<p>Writers show more by using details in the story so that the reader feels like they were right there with us. We can show who else was there, what we were doing, where the story happened and when the story took place (time of day, weather, time of year)</p> <p>Create a “WHO WHAT WHEN WHERE” chart of examples – ways to draw different people, illustrations that show action and movement, detailed background in setting, details of time of day, weather, season</p>		<p>Writers keep going by thinking of new ideas, such as things we like to do, so that we can share our true stories. We think, think, think of our idea and how it goes, touch each page of a booklet to tell how it goes, then we draw and write.</p> <p>At the end of writing workshop, add to the story ideas chart.</p>
<p><u>Week Two</u></p>	<p>Writers show action by drawing people in motion so that their illustrations are lively. (Show how to draw people in different positions, show examples of action lines, etc.)</p>		<p>Writers revise before starting a new story by not only adding to the pictures but by also adding to the words. We label our drawings by saying the word slowly and listening for the first/beginning sound.</p>		<p>Writers revise the stories we are working on or touch and then tell the pages of a new story booklet so that the beginning, middle and end of the story all happen in ONE PLACE/SETTING.</p>
<p><u>Week Three</u></p>	<p>Writers add more labels to their drawings (at least 5 per page) by using words around the room or by using the alphabet chart to help us listen for beginning sounds.</p> <p>Add a chart of family words adjacent to the word wall. If you haven’t done so already, use interactive writing to label all the parts of the classroom</p>		<p>Writers think of new ideas by thinking of special people they spend time with so that they can share one moment of a time with that person with others.</p>		<p>Writers show more by filling the page and including all the background details in their picture. We can use a horizon line and draw items in perspective by making things up-close large and things in the back smaller.</p>

<u>Week Four</u>	Writers think of ideas by telling ordinary stories that happen across the day. We can think of our daily routines, our school schedule and rituals in our lives.		Writers add more sounds to labels by saying the word slowly and listening for ending sounds.		Writers revise their story by showing their feelings throughout. <u>Teaching Share:</u> Writers select the piece they want to publish and clear out their folders of all others.
<u>Week Five</u>	Writers revise their piece for publication by making sure the beginning, middle and end make sense, show one time one place, and include many details in pictures and words.		Writers edit using the alphabet chart matching beginning, and ending sounds in labels.		Writers prepare to publish by coloring and creating a cover.
<u>Week Six</u>	Writers celebrate.				

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English Language Arts

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.

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

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper and lowercase letters of the alphabet.

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

- A. Demonstrate basic knowledge of one-to-one correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings for the five major vowels.

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

- A. Print many upper and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/
- D. Understanding and use question words
- E. Use the most frequently occurring prepositions
- F. Produce and expand complete sentences in shared language activities.

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

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short vowel sounds.
- D. Spell simple words phonetically, drawing on knowledge of letter - sound relationships.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. 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., *walk, march, strut, prance*) by acting out the meanings.

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

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.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Transfer Goal:

Students will be able to independently use their learning to share information about their world in a variety of ways.

Meaning

Enduring Understandings

Students will understand that:

- Knowledge is gained from our observations and experience.
- Writers elaborate by looking closer and extending their thinking about a topic.
- Writers can teach others what they have learned.

Essential Questions:

- How do we share information about our world based on our observations and experiences?

Acquisition Knowledge & Skills

Students will know:

- An informative/explanatory text supplies information about a specific topic.
- Elaboration helps readers learn more information.
- Writers can learn from each other.

Students will be able to:

- Observe, collect, and study bits of their world (e.g., a leaf, a tree, an animal).
- Draw and write about the things they see, including details (e.g., labeling parts using scientific vocabulary).
- Plan what they will teach others through their writing.
- Share specifics about their topic with a partner.
- Share their stories by referencing their drawings and labels.
- Revise their writing by elaborating.
- Publish and present writing pieces

Stage 2: Acceptable Evidence

Transfer Task

Students will produce a piece of writing that shares information about the world around them.

Stage 3: Activities

Potential Teaching Points:

	Writers write pattern books. We think of a book topic that we want	Writers write patterns across pages by using the same words or	Writers make sure that their pattern books make sense by making sure all	Writers can think about topics for books by thinking about people	Writers can think of patterns by using words
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<p>Week One</p>	<p>to write or teach about, we list what we want to say across our fingers, we draw and write a pattern sentence across pages.</p> <p>We can write about people, places, or things.</p> <p>Using the books from our level A & B book baskets, we can find ideas for topics to help us get started.</p>	<p>sentence across each page and only changing one word.</p> <p>“We can play. We can build. We can learn.”</p> <p>“I like to...”</p> <p>“I can see...”</p>	<p>the pages go with a big topic that the book is all about.</p> <p>When we have a topic such as “foods we like”, we make sure that every page in the book is about food.</p>	<p>(moms, family, best friends, sisters, community helpers), places (school, the park, at the store, the neighborhood), things (pets, games, toys, tv), times (in the summer, on the weekend, in the fall, at night, etc)</p>	<p>from the word wall to help us.</p> <p>A label book can use one word wall word like “I” or “We” – I jump, I run, I play, I bike.</p> <p>Or a List pattern book can use more than one word. “I can..., I see..., We go..., I like..., I like to,</p>
<p>Week Two</p>	<p>Writers can spell words easily by copying from the word wall or around the room.</p>	<p>Writers can spell the trick word in the sentence by saying the word slowly and writing the sounds we hear.</p>	<p>Writers can spell the trick words in a sentence by saying it slowly, writing it bit-by-bit and using the alphabet chart to help.</p>	<p>Writers can spell trick words by sounding them out with their writing partners and listening for sounds together.</p>	<p>Writers write patterns and use a period at the end of the sentence.</p>
<p>Week Three</p>	<p>Writers make sure that the pictures in the book match the words on the page.</p>	<p>Writers can write fancier pattern books by making the pattern change on the last page.</p> <p>“I like pizza. I like cake. I like ice cream. I like cookies. I don’t like broccoli!”</p>	<p>Writers make sure that they share their feelings and opinions in pattern books. We can make the whole book about things we like, dislike, love, think are fun, etc. or we can just make the last page in the book about a feeling or opinion. In a book about food, I might end it with “Vegetables are good for you”</p>	<p>Writers can make fancier pattern books by writing a seesaw book-a book that has an AB pattern where every other page carries the pattern.</p> <p>I like pizza. Pizza is good. I like cupcakes. Cupcakes are sweet. I like cookies. Cookies are yummy.</p>	<p>Writers revise by adding more details to the pictures on the page.</p>
<p>Week Four</p>	<p>Writers select the book they want to publish and reread it and fix it up.</p>	<p>Writers reread the book they are publishing and point under each word as</p>	<p>Writers color their pictures and make a title that matches the topic.</p>		

		they read to make sure they didn't leave any words out.			
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Stage 1: Desired Results**Established Goals:****New Jersey Student Learning Standards for English Language Arts**

- 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.
- RF.K.1 – Demonstrate understanding of the organization and basic features of print.
- A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.3 – Know and apply grade-level phonics and word analysis skills in decoding and encoding.
- A. Demonstrate basic knowledge of one-to-one correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings for the five major vowels.
- L.K.1 - Demonstrate command of conventions of standard English grammar and usage when writing or speaking.
- A. Print many upper and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/
 - D. Understanding and use question words
 - E. Use the most frequently occurring prepositions
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short vowel sounds.
 - D. Spell simple words phonetically, drawing on knowledge of letter - sound relationships.
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. 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., *walk, march, strut, prance*) by acting out the meanings.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 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.

Transfer Goal:

Students will be able to independently use their learning to ...
Write a How To book by recalling a procedure in a step by step and explicit fashion to the end.

Meaning

Enduring Understandings

Students will understand that:

- How-To book must enable a reader to do what is being taught.
- Informative writing has various forms and structures.
- Informative writing teaches the reader about a specific topic or procedure.

Essential Questions:

- What do you know how to do well that you can teach other people?
- How can we use procedural (How-to) writing to share experiences and teach others?

Acquisition Knowledge & Skills

Students will know:

- that letters make sounds
- that letters can be put together to make words
- that writing is a way to communicate meaning
- reading and writing are deeply connected
- How-To Books teach the reader how to do something specific.
- Writers of How-To Books use information from personal experiences and outside sources.
- How-To books have a specific structure (i.e., procedural steps in a sequence, words, and pictures).
- Writing requires planning and revision. Reading mentor texts helps writing improve.

Key Terms –How-To book, punctuation, period, parentheses, colon

Students will be able to:

- generate ideas on their own
- reread their own work
- focus on a writing task independently
- Choose a topic for their How-To Book.
- Plan their writing by drawing on personal experiences and outside sources of information.
- Write steps in a procedure using pictures and words to explain ideas.
- Revise writing by elaborating (adding words or pictures) to express ideas clearly to the reader.
- Confer with a partner to improve writing by
 - Revising for clarity.
 - Developing and discussing ideas.

Stage 2: Acceptable Evidence

Transfer Task

The children will write a book to teach others how to do something. They will be sure that they are checking for clarity and revising along the way. The children publish and share their finished product.

Stage 3: Activities

Potential Teaching Points:

Week One	Writers think of ideas for How-To books by thinking about things they know how to do, make, build and play. We think, touch and tell, draw and write.		Writers illustrate by using zoomed- in pictures that show action and movement so that the reader can perform the steps easily.		Writers show order by using step numbers and/or sequencing words so that the reader can follow along easily
Week Two	Writers can teach more in pictures by using labels, arrows and action lines so that the reader can follow along easily.		Writers use a bossy voice by using the words you instead of I or just stating the command so that it sounds like they are talking directly to the reader.		Writers can think of new ideas for How-To books by thinking about the routines across the day.
Week Three	Writers plan by visualizing or acting out each step with partners so that they make sure they don't miss a step.		Writers use exact words that show action (push, slide, place, etc.)		Writers help the reader along by using tips, cautions and warnings so that the reader is careful or precise.
Week Four	Writers revise their How-To books by adding a "Things You Need" page so that the reader can gather the materials in one place before starting.		Catch-up/Make-up Day		Writers select and further revise their books by reading them to a partner and asking what else might I add so that their book is clear and easy to follow.
Week Five	Writers edit by checking word wall words and end punctuation so that our writing is readable		Writers prepare to publish by making a cover so that their book grabs the readers attention and says what the book is about		CELEBRATE

Stage 1: Desired Results

Established Goals:

- 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.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.
- RF.K.1 – Demonstrate understanding of the organization and basic features of print.
- A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.3 – Know and apply grade-level phonics and word analysis skills in decoding and encoding.
- A. Demonstrate basic knowledge of one-to-one correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings for the five major vowels.
- L.K.1 - Demonstrate command of conventions of standard English grammar and usage when writing or speaking.
- A. Print many upper and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/
 - D. Understanding and use question words
 - E. Use the most frequently occurring prepositions
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short vowel sounds.
 - D. Spell simple words phonetically, drawing on knowledge of letter - sound relationships.
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. 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., *walk, march, strut, prance*) by acting out the meanings.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 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.

Transfer Goal:

Students will be able to independently use their learning to write to share opinions.

Meaning

Enduring Understandings

Students will understand that:

- Opinions can be shared through various styles to convince and persuade others to join our cause.

Essential Questions:

- How can our writing share our opinions and convince people to agree with us?

Acquisition of Knowledge & Skills

Students will know:

- Opinion writing has various forms and structures.
- Opinion writing has a specific purpose and audience.
- Opinion refers to how someone personally thinks or feels about a topic or issue. Rules for providing suggestions to peers.

Students will be able to:

- Formulate an opinion based on a topic.
- Create several opinions on the same topic.
- Provide reasons and consequences that support their opinions.
- Use a variety of media to support their opinions.
- Incorporate what they've learned from mentor texts into their own writing.
- Add details that are angled toward their reader.
- Include big feeling in their writing.
- Utilize writing tools to revise and edit their work.
- Name their opinion and support ideas with several specific details and examples through words and drawings.

Stage 2: Acceptable Evidence

Transfer Task

Students will create book reviews in which they state their opinion about the book.

Stage 3: Activities

Potential Teaching Points:

Week One	Writers think of ideas for book reviews by remembering their favorite books and writing their opinions and the reasons why so that they can recommend them to others.		Writers can say more or give more reasons in a book review by talking about the characters, the things they do, how they act so that they can get others excited about the book.		Writers can say more or give more reasons in a book review by talking about what happens in the story, where it takes place or the problem in the story and how the character
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					solves it so that they can get others excited about the book.
Week Two	Writers can give their opinions about books by telling whether the book was funny, silly, scary, exciting, sad, etc...so that they can get others excited about it.		Writers can include more in their opinions by talking about how the book made them feel so that they can get others excited about it.		Writers get others excited about books by telling them the reasons why they should read the book so that it gets them interested.
Week three	Writers can give a book a rating by either giving it stars, thumbs up. Etc... so that they can get others interested in reading the book.		Writers can say more about books in a book review by comparing the book to other books read so that readers can make connections.		- Writers can say more by including what other people say about the book so that they can share more than one opinion.
Week Four	Writers can end their reviews by calling the readers to action and telling them to read or where to find it so that the readers will go read the book.		Writers can write a catchy lead to their book review by asking a question, a strong feeling, etc... so they can get others interested in reading the book.		Writers can write negative book reviews by thinking of books they didn't like as much and give reasons why.
Week Five	Writers can write other things outside of books like restaurants, locations, sites, etc...				

Writing Unit Slx Title / Topic: All About

Unit Duration: Five Weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English Language Arts

- 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.
- RF.K.1 – Demonstrate understanding of the organization and basic features of print.
- A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.3 – Know and apply grade-level phonics and word analysis skills in decoding and encoding.
- A. Demonstrate basic knowledge of one-to-one correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings for the five major vowels.
- L.K.1 - Demonstrate command of conventions of standard English grammar and usage when writing or speaking.
- A. Print many upper and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/
 - D. Understanding and use question words
 - E. Use the most frequently occurring prepositions
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short vowel sounds.
 - D. Spell simple words phonetically, drawing on knowledge of letter - sound relationships.
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. 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., *walk, march, strut, prance*) by acting out the meanings.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 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.

Transfer Goal:

Students will be able to independently use their learning to continuously explore, develop, and share their growing expertise with others in the world

Meaning

Enduring Understandings

Students will understand that:

- All-About book has specific features ie. Title, table of contents, headings, How-to page.
- All About books contain information about a specific subject
- Writers write about topics they know well.
- Writers elaborate through the use of non-fiction texts.
- Details of a story relate to the topic.
- Writers use personal knowledge about specific topics to teach readers.

Essential Questions:

- What do you notice about All-About books?
- What is something that you know about, that you would like to write about?
- How can I teach others about things by writing all about books?
- How do I include details to support my topic?
- How do experts share their knowledge with others?

Acquisition of Knowledge & Skills

Students will know:

- An All About book only contains information about that subject.
- All about books teach information about a specific topic.
- A well-known topic is needed in order to write an all about text.
- Nonfiction mentor texts improve our writing.
- Writers write all about books about things they are experts on.
- All about books contain realistic illustrations.
- Writing features enhance information in a story. Writers answer a partner's questions.
- Editing is an essential skill in the writing process.
- All About Books have a specific structure (i.e., multiple pages on one topic that fit together, various text features).
- Conferring with a partner can help me improve my writing.

Key Terms – Title, table of contents, chapters, headings, How-to page

Students will be able to:

- Explore and choose topics of interest.
- Use strategies to plan an All About Book (e.g., telling the book across fingers, using mentor texts as models).
- Elaborate on one idea by:
 - Rereading and asking, "What else can I say?"
 - Adding multiple details to each page.
 - Conferring with a partner to improve writing.
 - Adding personal thoughts and opinions about a topic or detail.
- Use various and appropriate text features to support ideas.
- Write clearly by:
 - Making sure all of the pages go together.
 - Using conventional spelling and grammar.
 - Conferring with a partner.

Stage 2: Acceptable Evidence

Transfer Task

Each child will produce a All About book to share at the end of the unit celebration.

Stage 3: Activities

Potential Teaching Points

Week One	<p>Writers generate ideas by thinking of topics that they are experts on so they can teach it to others</p> <ul style="list-style-type: none"> ● We can think about places we go, things we do, things we have and love, hobbies and interests, people we know and admire <ol style="list-style-type: none"> 1. Think of a topic 2. Say what you know across your fingers 3. Grab a booklet and write a fact on each page 		<p>Writers say more or go back and revise by rereading a fact and saying, What more can I say about this fact?</p> <ul style="list-style-type: none"> ● Add more details ● We can describe ● WE can compare to other things and give examples 		<p>Writers teach more by using detailed illustrations that match their words - we can zoom to show things up close, we can add labels, we can add important parts, we can use action lines, speech bubbles, or call-out boxes.</p>
Week Two	<p>Writers can include extra chapters in their book by adding a diagram page</p>		<p>Writers can include extra chapters in their book by adding question and answer page</p>		<p>Writers can include extra chapters in their book by adding a fun facts page</p>
	<p>Writers can include extra chapters in their book by adding a "different-kinds-of" page (E.g. different kinds of dogs)</p>		<p>When writers plan their all about books by thinking about the different chapters and different kinds of paper they want to include</p>		<p>Writers can say more about a topic by thinking about sentence starters such as:</p> <ul style="list-style-type: none"> - All - Most - Many - Few - Some -
Week Three	<p>Writers can say more by giving their feelings about a topic, asking the</p>		<p>Writers elaborate and say more by thinking about categories of information</p>		<p>Writers can revise by asking their partner, What else do you want to know about my topic?</p>

	reader a question, or warning the reader		related to size, shape, color, number, and textures. E.g. Sizes of dogs Number of legs Some dogs have soft fur and some have coarse fur Some dogs are brown and some are black		
Week Four	Writers use bold words and purposeful punctuation for important words and “wow” facts		Writers choose the All About book that they want to publish and think about what they want to add to make it the best it can be.		Writers edit by checking for spelling, capitals, periods, spaces, etc.

Stage 1: Desired Results**Established Goals:****New Jersey Student Learning Standards for English Language Arts**

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...*).

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

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

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper and lowercase letters of the alphabet.

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

- A. Demonstrate basic knowledge of one-to-one correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings for the five major vowels.

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

- A. Print many upper and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/
- D. Understanding and use question words
- E. Use the most frequently occurring prepositions
- F. Produce and expand complete sentences in shared language activities.

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

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short vowel sounds.
- D. Spell simple words phonetically, drawing on knowledge of letter - sound relationships.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. 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., *walk, march, strut, prance*) by acting out the meanings.

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

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.

Transfer Goal:

Students will be able to independently use their learning to develop ideas to create an original poem to express personal feelings.

Meaning

Enduring Understandings

Students will understand that:

- Poetry is a form of writing, with a unique set of characteristics and attributes, in which the writer can create, develop and expand upon poetic ideas outside the boundaries of conventional writing.
- Poetry is a form of writing in which words and phrases are chosen specifically for the pictures they will present for the reader.
- Poetry is meant to be experienced through listening, through visualizing, and through connecting with feelings.

Essential Questions:

- How does poetry differ from other forms of writing?
- How is listening to a poem different for the reader than listening to other types of writing?
- How do poets choose the topics for their poetry?
- How do poets pick the thoughts that they want to put into their poem from the many thoughts that they may have about an idea?
- What do the words mean in regards to poetry?

Acquisition of Knowledge & Skills

Students will know:

- Poetry is a form of writing in which writers can express themselves and share their thoughts and ideas.
- Poetry has a specific set of characteristics and attributes (including rhyme, rhythm, imagery and poetic language).
- Poems are generally brief in length however are a powerful way to express ideas.
- Poems are written about things that the poet cares about and finds important.
- Poetry differs from other forms of writing through its choice of language and the way the writer chooses to express himself or herself.
- A poet views the world in ways other than just the concrete.
- Rhyme is a characteristic of some poetry, but not all poetry contains rhyme.
- Poets create images for the reader through precise and powerful word choice.
- Poetry is a concise expression of an individual's thoughts and feelings.
- Poetry is a —playful || type of writing in which —normal || rules of writing may not apply.
- Some poems have a beat or rhythm which can be heard when read aloud.
- Letters represent sounds that go together in a certain way to create words that go together in a certain way to make phrases, sentences, or lines of poetry.
- A person's thoughts and ideas can be put down in written form.

Students will be able to:

- Recognize and attempt to imitate/use characteristics of poetry in their own writing
- Orally share ideas and thoughts about poems they have read and heard
- Use sound/symbol relationship knowledge to sound out and stretch unfamiliar or new words through developmental, invented, or —kid || spelling
- Respond to poems written by various poets within various genres
- Recognize and imitate various characteristics of poetry
- Recognize the characteristics of rhythm, beat and rhyme within poems
- Become aware of special language and words used to discuss poetry (rhyme, rhythm, etc.)
- Utilize descriptive words (color words, shape words, number words, etc.) to express themselves more clearly in their writing and develop a clearer mental image

- Pictures and words can be used to express meaning.

Stage 2: Acceptable Evidence

Transfer Task

Student will be able to create their own poems.

Stage 3: Activities

Potential Teaching Points:

<p>Week One</p>	<p>Poets think of ideas by opening the doors to poetry: Poems live inside their hearts (things they love), eyes (observation), minds (memories), their questions (wonderings), or concerns (worries).</p> <p>Poets think of an idea by opening a door, describing what they see and using a list form to write.</p> <p>Mentor: School Bus, Tractor</p>	<p>Poets think of ideas by opening a door, talking to what they see and using a free verse to describe what it looks like and does.</p> <p>Mentor: Turtle</p>	<p>Poets think of ideas by opening a door, pretending to be the topic and describing it from the inside.</p> <p>Mentor: Louis</p>	<p>Poets open a door and describe and show their feelings about a topic.</p> <p>Mentor: Mommies</p>
<p>Week Two</p>	<p>Poets help readers make a movie in their mind by using words that describe and beautiful language.</p> <p>Mentor: Jewels</p>	<p>Poets help readers make a movie in their mind by using their senses to describe.</p> <p>Mentor: Wonderful World</p>	<p>Poets help readers make a movie in their minds by using metaphors and similes to compare the topic to something else.</p> <p>Mentor: Apple, Ceiling</p>	<p>Poets help readers make a movie by using personification and making an object seem more like a person.</p> <p>Mentor: Daffodowndilly</p>
<p>Week Three</p>	<p>Poets make poems like music by using line breaks and single or few words on each line.</p> <p>Mentor: The Best</p>	<p>Poets make poems like music by using rhythm and beat.</p> <p>Mentor: Rainy Day</p>	<p>Poets make music by using rhyme or sound words.</p> <p>Mentor: In My Hand, The Pencil Sharpener</p>	<p>Poets make music and meaning by using repetition – repeating words or phrases or repeating beginning sounds (alliteration)</p> <p>Mentor: Rain, Spring</p>

Week Four	<p>Poets can also write songs by using an old tune and writing to teach, share their feelings, celebrate or lull someone to sleep.</p> <p>Mentor: You Are My Sunshine, etc.</p>	<p>Poets create collections of poems that go together in some way.</p>	<p>Poets complete their collections and look to revise and edit their work to publish it.</p>	<p>Poets Celebrate</p>

Assessments

Assessments are essential in tracking student growth and guiding future instruction. The following are a sample list of the various ways students will be assessed throughout each unit of study (unless indicated otherwise).

Reading:

- Developmental Reading Assessment (DRA) (*conducted two to three times a school year)
- Teacher College's Running Records (*varies throughout the school year)
- Student Reading Journals/Notebooks
- Student reading logs
- Reading conferences
- Strategy group work
- Guided Reading work
- Book club/Partnership conversation/observation

Writing:

- Teacher created rubrics
- Standardized rubrics (e.g., PARCC)
- Writer's notebooks
- Writing conferences
- Student published pieces
- Student rough drafts (including quick writes)

Suggested Progression of Grammar

I = Introduced	D= Developing	M = Mastery
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Skills by Grade Level	K	1	2	3	4	5
<i>Capitalization</i>						
Abbreviations				I	D	M
Days of the Week			I	D	M	
First letter of a sentence	I	D	M			
First letter of first, middle and last name	I	D	M			
First letter of name	I	D	M			
Geographic places			I	D	D	M
Holidays			I	D	M	
In dialogue				I	D	M
Letter Salutations/Closings			I	D	D	M
Months of the Year			I	D	M	
Proper Nouns	I	D	D	D	D	M
The word "I"	I	D	M			
Titles				I	D	M
Upper and Lower Case Letters	I	M				

<i>Grammar (Parts of Speech)</i>						
Adjectives	I	D	D	D	D	M
Adverbs			I	D	D	M
Compound words			M			
Conjunctions		I	D	D	D	D
Interjections						I
Modifiers	I	D	D	D	D	M
Nouns	I	D	D	D	D	M
Participles			I	D	D	M
Perfect/Past Perfect Tense						I
Plural Words			I	D	D	M
Prepositional Phrases						I
Prepositions		I	D	D	D	M
Pronouns			I	D	D	M
Tense				I	D	M
Verbs	I	D	D	D	D	M
<i>Grammar (Sentence Structure/Fluency)</i>						

Chronological Structure		M				
Clauses						I
Dialogue			I	D	D	M
List Structure		M				
Paragraphs				I	D	M
Participial Phrases						I
Phrases					I	M
Sentence Building	I	D	D	D	D	M
Simple/Compound/Complex Sentences			I	D	D	D
Subject/Verb Agreement	I	D	D	D	D	M
Tense	I	D	D	D	D	M
Transition Words		I	D	D	D	M
Varied Sentence Lengths		I	D	D	D	M
<i>Punctuation</i>						
Apostrophe use (contractions) (possessive)			I	D	D	M
Colon/semi-colon		I	D	D	D	M
Comma (dialogue)				I	D	M
Comma (in a series)		I	D	D	D	M

Ellipses				I	D	M
End marks (period, question mark, exclamation point)	I	D	D	D	M	
Hyphen, dash, em dash						I
Parentheses						I
Punctuating Dialogue			I	D	D	M
Quotation Marks			I	D	D	M
<i>Text Layout</i>						
Font/Feature of Type	I	D	D	D	D	M
How Layout Conveys Meaning	I	D	D	D	D	M
Nonfiction Text Features				I	D	M
Space between words/concepts of print	I	D	D	D	D	M
Text Features (color, bold, shapes, etc...)	I	D	D	D	D	M
Text/Image Placement	I	D	D	D	D	M