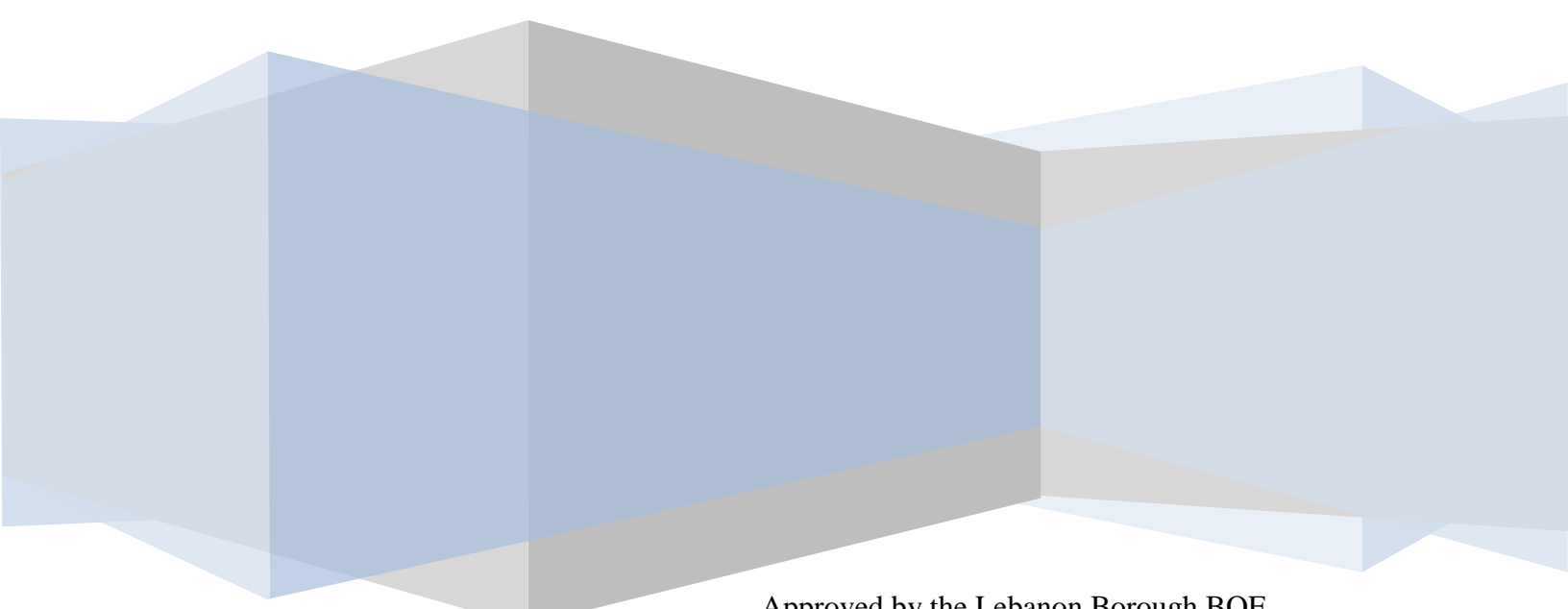


Lebanon Borough Public School

# English Language Arts

## Curriculum Guide

Kindergarten



Approved by the Lebanon Borough BOE  
December 10, 2020/ Revised:

## Introduction

The Lebanon Borough School believes in celebrating the rich history of community partnerships created through sharing of services with neighboring school systems in Hunterdon County. This ensures a consistent, high quality instruction for all learners. The English Language Arts curriculum is built upon this belief by incorporating the Common Core ELA Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Kindergarten English Language Arts, students in the Lebanon Borough schools:

- *Can take part in group reading activities. (RL.K.10)*
- *Can take part in group reading activities. (RI.K.10)*
- *Can decode words. (RF.K.3)*
- *Can understand what I read. (RF.K.4)*
- *Can take part in group talks about topics and stories. (SL.K.1)*
- *Can speak clearly. (SL.K.6)*
- *Can write and speak well. (L.K.1)*
- *Can write sentences. (L.K.2)*
- *Can use words that I have learned through reading and talking about what I read. (L.K.6)*

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts – Reading		<b>Grade:</b>	Kindergarten	
<b>Trimester:</b>	1	<b>Unit Title:</b>	Establishing the Literacy Classroom		<b>Pacing:</b> 6 weeks
<b>ESSENTIAL QUESTION</b>					
<ul style="list-style-type: none"> <li>How can I be a productive member of my reading community?</li> </ul>					
<b>TARGET STANDARDS</b>					
<b>ELA NJSLS</b>	<b>I Can...</b>				
RL.K.1	Ask and answer questions about what was read				
RL.K.5	Tell the difference between stories, poems, and other things to read				
RL.K.6	Tell about the author and the illustrator of a story				
RF.K.1	Tell how a book is organized				
RF.K.1a	Follow words from left to right, top to bottom, and page-by-page				
RF.K.1b	Tell that written words represent spoken words				
RF.K.1d	Name all of the letters of the alphabet (focus on lowercase letters)				
RF.K.2d	Read CVC words, say each sound of a word				
SL.K.1	Take part in group talks about topics and stories				
SL.K.1a	Listen to and share with others				
SL.K.1b	Continue a conversation through multiple exchanges				
SL.K.3	Ask questions and answer questions about what was said				
L.K.1f	Use complete sentences				
L.K.5c	Make connections between words and their use				
L.K.5d	Act out words to show I understand what they mean				
<b>INSTRUCTIONAL PROGRESSION</b>					
<b>Weekly Plan</b>	<b>Anchor Selection</b>	<b>Must Do Routines</b>	<b>Must Do</b>	<b>Evidence of Learning</b>	<b>Vocabulary</b>
<i>During Week 1</i>  <i>Introduce and set routines</i>	<b><u>The Little School Bus</u> By Carol Roth</b>  <u>No David!</u> by David Shannon	<ul style="list-style-type: none"> <li>Establish classroom environment –             <ul style="list-style-type: none"> <li>Leveled library</li> <li>Space for word wall</li> <li>Whole group meeting area</li> <li>Small group area</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction (<i>mini-lesson</i>)             <ul style="list-style-type: none"> <li>Set routines</li> <li>Discuss what “community” is and is not</li> <li>Model appropriate classroom behaviors</li> <li>Sitting in a listening position</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Follow routines of classroom</li> <li>Explain what a community is and what it is not</li> <li>Engage in appropriate classroom behaviors:             <ul style="list-style-type: none"> <li>Sit quietly and</li> </ul> </li> </ul>	community routine turn and talk

	<p><u>Whole Body Listening</u> <u>Larry at School</u> by Kirsten Wilson</p> <p><u>Have you Filled a Bucket Today?</u> by Carol McCloud</p> <p><u>The Kissing Hand</u> by Audrey Penn</p> <p><u>Leo the Late Bloomer</u> by Robert Kraus</p>	<ul style="list-style-type: none"> <li>○ Expectations (how to be part of a community and work with others</li> <li>○ Rules and routines (classroom rules, school rules playground rules etc.)</li> <li>● Develop reading routines (listening skills, transitions between rug and desk/table, expectations for listening and turn taking)</li> <li>● Orton Gillingham Sounds Routine</li> <li>● Orton Gillingham Red Word Routine</li> </ul>	<ul style="list-style-type: none"> <li>○ Raising hands</li> <li>○ Lining up</li> <li>○ Taking turns</li> <li>○ Using "inside" voices</li> <li>○ Looking at speaker</li> <li>○ Listening to directions</li> <li>○ Hands and feet to self</li> <li>○ "knees and noses" to speaker</li> <li>○ Finding seat quickly and quietly</li> <li>○ Touring the classroom</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to Text</li> <li>8. Foundational Skills</li> <li>9. Word Study-Orton Gillingham</li> <li>10. Vocabulary-Amazing words, red words</li> <li>11. Closure/Share/Reflection</li> </ol>	<p>look at the speaker (establish teacher language-ex. crisscross applesauce, knees and noses etc.) in a listening position</p> <ul style="list-style-type: none"> <li>○ Raise hand to signal the desire to speak</li> <li>○ Line up at the appropriate times</li> <li>○ Take turns with materials</li> <li>○ Take turns speaking</li> <li>○ Treat each other with respect (e.g. hands and feet to yourself)</li> <li>○ Follow verbal directions during instructional time (teachers' turn to talk vs. student response)</li> <li>○ Look and listen to teacher read aloud books</li> <li>○ Find seats (at rug and desk) quickly and quietly</li> <li>○ Find areas within the classroom</li> </ul>	
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<p><i>During Week 2</i></p> <p><i>Continue with Routines and Expectations</i></p>	<p><u>Whole Body Listening Larry at School</u> by Kirsten Wilson</p> <p><u>Fire Drill</u> by Paul DuBois Jacobs</p> <p><b><u>We Are So Proud! By Donna Longo</u></b></p> <p><u>The Important Book</u> by Margaret Wise Brown</p> <p><u>The Invisible Mistakencase</u> by Charise Mericle Harper</p> <p><u>Mrs. Wishy Washy</u> by Joy Cowley</p> <p><u>Brown Bear, Brown Bear, What Do You See?</u> by Bill Martin Jr.</p>	<ul style="list-style-type: none"> <li>• Continue with routines from Week 1</li> <li>• Establish routines for teaching letters – formation and sounds</li> <li>• Orton Gillingham Sounds Routine</li> <li>• Orton Gillingham Red Word Routine</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lesson</i>) <ul style="list-style-type: none"> <li>• Continue to model appropriate behaviors</li> <li>• Discuss different parts of the classroom: library, coatroom, desks, tables, reading area, writing area, listening area, etc.</li> <li>• Model how to take care of classroom <ul style="list-style-type: none"> <li>○ Pushing in chairs</li> <li>○ Cleaning up</li> <li>○ Using materials (crayons, pencils, etc.) appropriately</li> <li>○ Unpacking and packing up</li> </ul> </li> </ul> </li> <li>3. Shared Reading</li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to Text</li> <li>8. Foundational Skills <ul style="list-style-type: none"> <li>• Begin letter and sound recognition</li> </ul> </li> <li>9. Word Study-Orton Gillingham</li> <li>10. Vocabulary-Amazing words, Red words</li> <li>11. Closure/Share/Reflection</li> </ol>	<ul style="list-style-type: none"> <li>• Continue to follow directions and start to internalize routines and expectations</li> <li>• Identify different parts of the classroom (library, coatroom, desks, tables, reading area, writing area, listening area, etc.)</li> <li>• Take care of the classroom: <ul style="list-style-type: none"> <li>○ Push in chairs appropriately</li> <li>○ Clean up</li> <li>○ Use materials appropriately (crayons, pencils, etc.)</li> <li>○ Unpack and pack belongings</li> </ul> </li> <li>• Begin to identify letters and sounds</li> </ul>	<p>appropriate behavior</p>
<p><i>During Week 3</i></p> <p><i>Listening during a Read Aloud</i></p>	<p><b><u>Plaidypus Lost By J. Stevens &amp; S. Stevens Crummal</u></b></p> <p><u>Lily's Purple Plastic Purse</u> by Kevin Henkes</p> <p><u>Who's In the Shed</u> by Brenda Parks</p> <p><u>The Carrot Seed</u> by Ruth Kruass</p>	<ul style="list-style-type: none"> <li>• Continue classroom routines</li> <li>• Begin phonics program</li> <li>• Establish expectations for centers work</li> <li>• Orton Gillingham Sounds Routine</li> <li>• Orton Gillingham Red Word Routine</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lesson</i>) <ul style="list-style-type: none"> <li>• Identify parts of book (title page, front cover, back cover, spine)</li> <li>• Discuss role of author</li> <li>• Discuss role of illustrator</li> <li>• Ask direct comprehension questions (e.g. Who is in the story? What happened in the story?)</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Identify parts of book</li> <li>• With support, verbalize the roles of authors and illustrators in books</li> <li>• Answer questions about the text during read aloud</li> <li>• Begin to identify letters and sounds</li> <li>• Begin to write using proper letter formation</li> </ul>	<p>author illustrator title page front cover back cover spine letter sound handwriting</p>
<p>Lebanon Borough School   Curriculum Office</p>					<p>K.ela.T1.R1</p>

			<ul style="list-style-type: none"> <li>Discuss different types of texts: poems, stories, newspaper, magazines, etc.</li> <li>Model how to work in centers</li> <li>Model how to transition during center time</li> </ul> <ol style="list-style-type: none"> <li>Shared Reading</li> <li>Guided Reading</li> <li>Independent Reading</li> <li>Confer with students</li> <li>Response to Text (orally)</li> <li>Foundational Skills <ul style="list-style-type: none"> <li>Demonstrate proper letter formation</li> <li>Identify letters and associated sounds</li> <li>Continue with letter and sound recognition</li> </ul> </li> <li>Word Study-Orton Gillingham</li> <li>Vocabulary-amazing words, red words</li> <li>Closure/Share/Reflection</li> </ol>	<ul style="list-style-type: none"> <li>Identify different types of texts (story, poems, nonfiction)</li> <li>Work in centers</li> <li>Transition appropriately to centers</li> </ul>	
<p><i>During Week 4</i></p> <p><i>Group Discussions</i></p>	<p><b><u>Miss Bindergarten Takes a Field Trip with Kindergarten By Joseph Slate</u></b></p> <p><u>Pete the Cat Rocking In My School Shoes</u> by Eric Litwin and James Dean</p> <p><u>Caps for Sale</u> by Esphyr Slobodkin</p>	<ul style="list-style-type: none"> <li>Establish “turn and talk” routines</li> <li>Establish whole group discussion protocols</li> <li>Orton Gillingham Sounds Routine</li> <li>Orton Gillingham Red Word Routine</li> </ul>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction (<i>mini-lesson, guided reading</i>) <ul style="list-style-type: none"> <li>Continue identify parts of books and author and illustrator’s roles</li> <li>Continue to expose and discuss different types of texts: books, magazines, etc.</li> <li>Continue to ask direct comprehension questions about what was read</li> <li>How to participate in whole group discussions</li> <li>How to “turn and talk” with a neighbor <ul style="list-style-type: none"> <li>Looking at speaker</li> <li>Responding to</li> </ul> </li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Identify parts of books, and author and illustrator’s roles</li> <li>Identify different types of text correctly</li> <li>Demonstrate how to appropriately participate in group discussion</li> <li>Participate appropriately in one-to-one discussions</li> <li>Answer questions about what was read</li> <li>Internalize classroom routines and expectations</li> <li>Turn and talk with a neighbor: <ul style="list-style-type: none"> <li>Look at speaker</li> </ul> </li> </ul>	roles discussion

			<ul style="list-style-type: none"> <li>○ speaker (nod)</li> <li>○ Asking questions</li> <li>○ Answering questions</li> <li>○ Looking back at teacher when signal is given</li> <li>○ Use complete sentences</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to Text</li> <li>8. Foundational Skills <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> </ul> </li> <li>9. Word Study-Orton Gillingham</li> <li>10. Vocabulary-Amazing Words, Red Words</li> <li>11. Closure/Share/Reflection</li> </ol>	<ul style="list-style-type: none"> <li>○ when they are speaking</li> <li>○ Respond to speaker (nod)</li> <li>○ Ask questions</li> <li>○ Answer questions</li> <li>○ Look back at teacher when a signal is given</li> <li>○ Use complete sentences</li> </ul>	
<p><i>During Week 5</i></p> <p><i>Participating in Shared Reading</i></p>	<p><b><u>Smash! Crash! By Jon Scieszka</u></b></p> <p><u>Pumpkin, Pumpkin</u> by Jeanne Titherington</p> <p><u>The Pumpkin Book</u> by Gail Gibbons</p> <p><u>Three Billy Goats Gruff</u></p>	<ul style="list-style-type: none"> <li>• Solidifying routines</li> <li>• Working on independence</li> <li>• Orton Gillingham Sounds Routine</li> <li>• Orton Gillingham Red Word Routine</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Aloud –Daily</li> <li>2. Direct Instruction (<i>mini-lesson, guided reading</i>) <ul style="list-style-type: none"> <li>• Review routines</li> </ul> </li> <li>3. Shared Reading <ul style="list-style-type: none"> <li>• Model how to participate in shared reading with enlarged texts (e.g. poems, chants, rhymes, etc. on chart paper)</li> <li>• Model tracking print: left to right, top to bottom, page-by-page</li> <li>• Model choral reading voice – whole class reads with one voice</li> <li>• Act out words to demonstrate understanding of meaning</li> <li>• Make connection between</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Participate in shared reading with enlarged texts (e.g. poems, chants, rhymes, etc.)</li> <li>• Track print: left to right, top to bottom, page-by-page</li> <li>• Engage in choral reading – whole class reads with one voice</li> <li>• Act out words to demonstrate understanding of meaning</li> <li>• Make connections between written words and spoken words</li> <li>• Identify letters and sounds, and continue to write using proper letter</li> </ul>	<p>story books</p> <p>text</p> <p>poems</p> <p>rhymes</p>
<p>Lebanon Borough School  Curriculum Office</p>					
					K.ela.T1.R1

			<p>written words and spoken words</p> <ol style="list-style-type: none"> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to Text</li> <li>8. Foundational Skills <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> </ul> </li> <li>9. Word Study-Orton Gillingham</li> <li>10. Vocabulary-amazing words, red words</li> <li>11. Closure/Share/Reflection</li> </ol>	formation	
<p><i>During Week 6</i></p> <p><i>Solidifying Routines</i></p>	<p>Revisit a previous read aloud book</p> <p><u>Dig Dig Digging</u> By Margaret Mayo</p>	<ul style="list-style-type: none"> <li>• Solidifying routines</li> <li>• Working on independence</li> <li>• Formalize center work</li> <li>• Orton Gillingham Sounds Routine</li> <li>• Orton Gillingham Red Word Routine</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Aloud –Daily</li> <li>2. Direct Instruction (<i>mini-lesson, guided reading</i>) <ul style="list-style-type: none"> <li>• Continue to reinforce routines</li> <li>• Model being an independent learner</li> <li>• Review how to work in centers</li> <li>• Review routines and expectations as needed</li> </ul> </li> <li>3. Shared Reading</li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to Text</li> <li>8. Foundational Skills <ul style="list-style-type: none"> <li>• Continue letter and sound recognition</li> </ul> </li> <li>9. Word Study-Orton Gillingham</li> <li>10. Vocabulary-amazing words, red words</li> <li>11. Closure/Share/Reflection <ul style="list-style-type: none"> <li>• How can I be an active listener?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Follow routines and meet expectations of classroom</li> <li>• Independently work on tasks</li> <li>• Work in centers</li> <li>• Use pictures of story to retell the story</li> <li>• Have conversations about favorite part and why (children can be partnered by behavior and skill needs)</li> <li>• Start making predictions</li> <li>• Identify letters and sounds, and continue to write using proper letter formation</li> <li>• Track print and participate in choral reading activities</li> </ul>	favorite prediction



## DIFFERENTIATION

Respectful task based on readiness, interest, learning profiles  
Flexible grouping  
On going assessments

## RESOURCES

The Amistad Commission's Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

## ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY

### 21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. **Environmental Literacy**

### 21<sup>st</sup> Century Skills: Bold all that apply

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology
7. Life & Career Skills

### Technology Infusion:

Pearson Reading Street Website and Applications  
Learn 360  
iPad applications for ELA NJSL Standards  
Smart Exchange- **exchange.smarttech.com/**

RazKids Application for on level reading practice  
iPad  
Google Classroom  
Seesaw Journal

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts – Writing	<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	1	<b>Unit Title:</b>	Establishing the Literacy Classroom
		<b>Pacing:</b>	6 weeks

### ESSENTIAL QUESTION

- How can I be a productive member of my writing community?

### TARGET STANDARDS

ELA NJSLS	I Can...
SL.K.3	Ask questions and answer questions about what was said
SL.K.4	Describe people, places, things, and events
SL.K.5	Give details with pictures
L.K.1a	Print upper and lowercase letters (focus on lowercase letters)
L.K.2c	Write a letter or letters for consonant and short vowel sounds
L.K.2d	Spell simple words phonetically, drawing knowledge of sound-letter relationships
W.K.2	Use pictures and words to tell about a topic

### INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do Routines	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Introduce and set routines</i></p>	<p><b><u>Flowers by K. Kring</u></b></p> <p><b><u>A Chair for My Mother</u></b> by Vera Williams</p> <p><b><u>My Little Island</u></b> by Frane Cessac</p> <p><b><u>Creak Said the Bed</u></b> by Phyllis Root</p>	<ul style="list-style-type: none"> <li>• Establish classroom environment (space for word wall, whole group meeting area, small group area, materials and supplies)</li> <li>• Develop writing routines (proper pencil grip and writing posture, transitions, independent work, where to find materials, use of materials, writing folders/journals)</li> <li>• Orton Gillingham Dictation Routine</li> <li>• Orton Gillingham Red Words</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>)                             <ul style="list-style-type: none"> <li>• Establish writing instruction expectations and routines</li> <li>• Discuss what it means to be part of a writing community</li> <li>• Model appropriate classroom behaviors:                                     <ul style="list-style-type: none"> <li>○ Sitting properly, listening position</li> <li>○ Raising hands</li> <li>○ Using “inside voices”</li> <li>○ Taking turns</li> <li>○ Looking at</li> </ul> </li> </ul> </li> </ol>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand expectations during instructional time:                             <ul style="list-style-type: none"> <li>• Watch the speaker</li> <li>• Listen actively</li> <li>• Sitting position (sitting crisscross, pretzel, etc.)</li> <li>• Participate in writing routines</li> <li>• Raise hand to signal desire to speak</li> <li>• Take turns speaking</li> <li>• Take turns with materials</li> <li>• Follow verbal directions during instructional time</li> </ul> </li> </ul>	<p>writer grip</p> <p>“turn and talk”</p> <p>labeling community</p>

			<ul style="list-style-type: none"> <li>○ speaker</li> <li>○ Listening to directions</li> <li>○ “knees and noses” to speaker</li> <li>○ Finding seat quickly and quietly</li> <li>○ Touring the classroom (e.g. writing area/supplies)</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate writing technique <ul style="list-style-type: none"> <li>○ Writing from left to right</li> <li>○ Holding writing utensil</li> <li>○ Using correct hand dominance</li> <li>○ Good writing posture</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>3. Shared Writing/Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, Grammar, Language-Phonics-Orton Gillingham</li> <li>7. Foundational Skills <ul style="list-style-type: none"> <li>• Hand dominance</li> <li>• Proper pencil grip</li> <li>• Directionality of writing</li> </ul> </li> <li>8. Closure/Share/Reflection</li> </ol>	<p>(teachers’ turn to talk vs. student response)</p> <ul style="list-style-type: none"> <li>• Find seats (at rug and desk) quickly and quietly</li> <li>• Recognize that spoken language is represented by sequence of letters/words/spaces in print</li> <li>• Develop writing technique: <ul style="list-style-type: none"> <li>○ Recognize that we write from left to right</li> <li>○ Hold writing utensil with pincer grip,</li> <li>○ Use correct hand dominance and have good writing posture</li> </ul> </li> <li>• Use words daily that connect to classroom routines and learning</li> </ul> <p>Reflection: How do I participate in a community of writers? How can I express my thoughts?</p>	
<p><i>During Week 2</i></p> <p><i>Using</i></p>	<p><b>Nature Spy by Shelley Rotner</b></p>	<ul style="list-style-type: none"> <li>• Begin writing lessons (mini lesson)</li> <li>• Continue assessment</li> <li>• Continue routines (writing</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lesson</i>) <ul style="list-style-type: none"> <li>• Model how to tell an</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Draw pictures to tell an event</li> <li>• Discuss the purpose and structure of the word wall</li> </ul>	<p>illustration word wall event posture</p>

<i>illustrations to "write" a story</i>	<b>The Fair by Donald Crews</b> Other stories by Donald Crews	folders, build writing stamina <ul style="list-style-type: none"> <li>• Introduce Word Wall</li> <li>• Add students' names to word wall</li> <li>• Orton Gillingham Dictation Routine</li> <li>• Orton Gillingham Red Words</li> </ul>	event using illustrations <ul style="list-style-type: none"> <li>• Discuss purpose and structure of word wall</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Writing/Interactive Writing</li> <li>4. Independent writing</li> <li>5. Confer with students</li> <li>6. Conventions, Grammar, Language</li> <li>7. Foundational Skills             <ul style="list-style-type: none"> <li>• Hand dominance</li> <li>• Proper pencil grip</li> </ul> </li> <li>8. Closure/Share/Reflection</li> </ol>	<ul style="list-style-type: none"> <li>• Decorate writing folders</li> <li>• Meet expectations during group instruction by continuing to develop writing routines</li> <li>• Use good writing posture, proper pencil grip and have hand dominance</li> <li>• Use words daily that connect to classroom routines and learning</li> <li>• Begin to write letters and/or sounds</li> </ul> Reflection: How can we use pictures to tell a story?	
<i>During Week 3</i>  <i>Adding words and letters to illustrations stories</i>	<b><u>Animal Babies in Grasslands</u> by I. Schofield</b>  <u>Good Night Gorilla</u> by Peggy Rathmann  <u>The Art Lesson</u> by Tomie DePaola	<ul style="list-style-type: none"> <li>• Continue routines and lessons</li> <li>• Review letters/ sounds learned in phonics lessons</li> <li>• Continue to establish expectations for independent writing</li> <li>• Orton Gillingham Dictation Routine</li> <li>• Orton Gillingham Red Words</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>):             <ul style="list-style-type: none"> <li>• Continue: how to tell an event using illustrations</li> <li>• Start adding words to illustrations</li> <li>• Model how to generate ideas and topics</li> <li>• Discuss role of author</li> <li>• Discuss role of illustrator</li> </ul> </li> <li>3. Shared Writing/Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, Grammar, Language-Orton Gillingham</li> <li>7. Foundational Skills             <ul style="list-style-type: none"> <li>• Hand dominance</li> <li>• Proper pencil grip</li> <li>• Upper and lower case letters</li> <li>• Write letter(s) for consonant sound(s)</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Generate ideas and topics</li> <li>• Identify as an author and illustrator</li> <li>• Use illustrations to tell about an event/s</li> <li>• Add words (letters) to illustrations to add meaning</li> <li>• Use words daily that connect to classroom routines and learning</li> <li>• Use hand dominance</li> <li>• Demonstrate proper pencil grip</li> <li>• Write upper and lower case letters</li> <li>• Write letter/s for all consonant sounds</li> <li>• Check for beginning sounds when spelling</li> </ul>	topic ideas

			<ul style="list-style-type: none"> <li>• How to check for beginning sounds when spelling</li> </ul>		
<p><i>During Week 4</i></p> <p><i>Using tools (word wall) to add words to illustrations</i></p>	<p><b><u>Bear Snores On</u></b> By Karma Wilson</p> <p><b><u>Owl Babies</u></b> by Martin Waddell</p>	<ul style="list-style-type: none"> <li>• Solidifying routines</li> <li>• Working on independence</li> <li>• Using the Word Wall</li> <li>• Orton Gillingham Dictation Routine</li> <li>• Orton Gillingham Red Words</li> </ul>	<p>8. Closure/Share/Reflection</p> <ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Continue to discuss author and illustrator's roles</li> <li>• Model how to use word wall to add words to writing</li> <li>• Model how to add more detail to illustrations</li> <li>• Identify and discuss sentence structures and punctuations in read aloud(s)</li> </ul> </li> <li>3. Shared Writing Interactive Writing <ul style="list-style-type: none"> <li>• How to tell an event using illustrations</li> <li>• Write upper and lower case letters</li> <li>• Write letter(s) for consonant sound(s)</li> <li>• Check for phonetic spelling</li> </ul> </li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, Grammar, Language- Orton Gillingham</li> <li>7. Foundational Skills <ul style="list-style-type: none"> <li>• Hand dominance</li> <li>• Proper pencil grip</li> <li>• Write upper and lower case letters</li> <li>• Write a letter(s) for</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Identify the author and illustrator's roles</li> <li>• Use word wall to spell and/or add words to illustrations</li> <li>• Add more detail to illustrations to convey meaning</li> <li>• Identify sentence structures</li> <li>• Identify punctuation in read aloud(s)</li> <li>• Use words daily that connect to classroom routines and learning</li> <li>• Participate in whole group writing activities: <ul style="list-style-type: none"> <li>• Tell an event using illustrations</li> <li>• Write upper and lower case letters</li> <li>• Write letter(s) for consonant sounds</li> <li>• Check phonetic spelling</li> </ul> </li> <li>• Participate in using proper writing technique and using letters to represent thoughts: <ul style="list-style-type: none"> <li>• Determine hand dominance</li> <li>• Use proper pencil grip</li> <li>• Write upper and lower case letters</li> </ul> </li> </ul>	

			<ul style="list-style-type: none"> <li>consonant sounds</li> <li>• Check for inventive spelling</li> </ul> <p>8. Closure/Share/Reflection</p>	<ul style="list-style-type: none"> <li>• Write letter(s) for consonant sound(s)</li> <li>• Use inventive spelling</li> </ul> <p>Reflection: How can I be sure that my pictures help my reader to understand my writing?</p>	
<p><i>During Weeks 5 and 6</i></p> <p><i>Moving from illustrations to words to tell stories</i></p>	<p><b><u>A Bed for Winter</u></b></p> <p><u>Froggy Gets Dressed</u> by Jonathan London</p> <p><u>The Popcorn Book</u> by Tomie DePaola</p> <p><u>The Cloud Book</u> by Tomie DePaola</p>	<ul style="list-style-type: none"> <li>• Solidifying routines</li> <li>• Working on Independence</li> <li>• Orton Gillingham Dictation Routine</li> <li>• Orton Gillingham Red Words</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Model how to add labels to pictures</li> <li>• Model how to keep spaces between “words”</li> <li>• Model how to tell events in order</li> <li>• Model how to use illustrations to “read” story to partner</li> <li>• Model how to ask questions about stories</li> </ul> </li> <li>3. Shared Writing/Interactive Writing <ul style="list-style-type: none"> <li>• Write upper and lower case letters</li> <li>• Write a letter(s) for consonant sounds</li> <li>• Check for phonetic spelling</li> </ul> </li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, Grammar,</li> </ol>	<ul style="list-style-type: none"> <li>• Tell events in order that they occur</li> <li>• Begin to demonstrate knowledge of letter-sound correspondence and conventions of English language</li> <li>• Put spaces between words</li> <li>• Begin to use sentence structure and punctuation in their writing</li> <li>• Label pictures to add meaning</li> <li>• Share illustrations with partner</li> <li>• Use words daily that connect to classroom routines and learning</li> <li>• Participate in whole group writing: <ul style="list-style-type: none"> <li>• Write upper and lower case letters</li> <li>• Write letter(s) for consonant sounds</li> </ul> </li> </ul>	

			<p>Language-Orton Gillingham</p> <p>7. Foundational Skills</p> <ul style="list-style-type: none"> <li>• Hand dominance</li> <li>• Proper pencil grip</li> <li>• Upper and lower case letters</li> <li>• Letter/s for all consonant sounds</li> <li>• Checking for phonetic spelling</li> </ul> <p>8. Closure/Share/Reflection</p>	<ul style="list-style-type: none"> <li>• Check for phonetic spelling</li> <li>• Ask questions about stories</li> </ul> <ul style="list-style-type: none"> <li>• Participate in using proper writing technique and using letters to represent thoughts: <ul style="list-style-type: none"> <li>• Determine hand dominance</li> <li>• Use proper pencil grip</li> <li>• Write upper and lower case letters</li> <li>• Write letter(s) for consonant sound(s)</li> <li>• Use inventive spelling</li> </ul> </li> </ul> <p>Reflection: How can I be sure that my pictures help my reader to understand my writing? How can I participate in my writing community?</p>	
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**DIFFERENTIATION**

Tier Intervention following I&RS framework  
Respectful tasks based on readiness, interest, learning profiles  
flexible grouping  
Ongoing assessments

**RESOURCES**


**ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply**

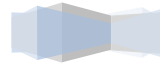
- 1. Global Awareness
- 2. Financial, Economic, Business and Entrepreneurial Literacy
- 3. Civic Literacy
- 4. Health Literacy
- 5. **Environmental Literacy**

**21<sup>st</sup> Century Skills: Bold all that apply**

- 1. Creativity & Innovation
- 2. Critical Thinking & Problem Solving
- 3. **Communication & Collaboration**
- 4. Media Literacy
- 5. Information Literacy
- 6. Information, Communication & Technology
- 7. Life & Career Skills

**Technology Infusion:**

PearsonReading.com, Learn 360, studyisland.com, Razkids.com for leveled reading practice, iPad Applications, smartexchange.com, Google Classroom, Seesaw Journal





# Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts – Reading	<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	1	<b>Unit Title:</b>	Story Elements: Connecting Letters, Sounds, and Words
		<b>Pacing:</b>	5 weeks

## ESSENTIAL QUESTION

- How can I use what I know about letters and words to read the words in my books?
- How can what I know about the characters, settings, and events help me to understand stories?

## TARGET STANDARDS

ELA NJSLS	I Can...
RL.K.1	Ask and answer questions about what was read (focus on answering questions)
RL.K.3	Name the characters, settings, and events in a story
RL.K.7	Tell how the story and the pictures go together
RF.K.1a	Follow words from left to right, top to bottom, and page-by-page
RF.K.1d	Name all the letters of the alphabet (focus on lowercase letters)
RF.K.2	Use words, syllables, and sounds
RF.K.2a	Name words that rhyme (focus on exposing/playing with rhyming words)
RF.K.2d	Read CVC words and say each sound of a word
SL.K.2	Ask and answer questions about what was read (focus on answering questions about what was read)
L.K.1d	Use questions words (understanding only)
L.K.1e	Use prepositions
L.K.5a	Sort objects into groups

## INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i>  <i>Previewing: Picture Walks</i>	<p><b><u>Little Panda by J. Ryder</u></b></p> <p><u>Bear's New Friend</u> by Karma Wilson and Jane Chapman</p> <p><u>Brown Bear, Brown Bear</u> by Eric Carl</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction                             <ul style="list-style-type: none"> <li>• Demonstrate previewing a book by taking a picture walk (e.g.)                                     <ul style="list-style-type: none"> <li>○ Use title and cover when previewing</li> <li>○ Model how to preview in “story language”</li> <li>○ Model how to use transitional words in preview (first, next, then, last)</li> </ul> </li> <li>• Identify difference between letter and word</li> </ul> </li> <li>3. Shared Reading                             <ul style="list-style-type: none"> <li>• Model how to match print to spoken word</li> <li>• Model how to read with expression</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Take picture walks in familiar books                             <ul style="list-style-type: none"> <li>○ Use title and cover to preview book</li> <li>○ Preview story using “story language”</li> <li>○ Use transitional words during picture walk (first, next, then, last)</li> <li>○ Identify difference between letter and word</li> </ul> </li> <li>• Match print to spoken word</li> </ul>	picture walk conference “story language” expression

	<p>Three Bears Little Red Ridding- Fred Crump Jr. has similar stories- Afrotina and the 3 bears</p>	<ol style="list-style-type: none"> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students <ul style="list-style-type: none"> <li>• Establish structure and norms for conferring</li> </ul> </li> <li>7. Response to text <ul style="list-style-type: none"> <li>• Model how to talk about the text (book, poem, etc.) after reading</li> <li>• Reinforce speaking about the book</li> </ul> </li> <li>8. Foundational Skills <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> </ul> </li> <li>9. Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>• Use words, syllables, and sounds to decode <ul style="list-style-type: none"> <li>○ How to say each part of a word to read</li> <li>○ Using pictures to help read words</li> </ul> </li> <li>• Rhyming: focus on exposing/playing with rhyming words</li> </ul> </li> <li>10. Vocabulary-Amazing words, Orton Gillingham</li> <li>11. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• Reflection: How can taking a picture walk help me to understand the story?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Read with expression</li> <li>• Conference with teacher</li> <li>• Talk about the text after reading (book, poem, etc.)</li> <li>• Speak about the book by making references to the text</li> <li>• Use letter and sound recognition</li> <li>• Use words, syllables, and sounds to decode <ul style="list-style-type: none"> <li>○ Say each part of a word when decoding</li> <li>○ Use pictures to help read words</li> <li>○ Engage in wordplay with rhyming words</li> </ul> </li> </ul>	
<p><i>During Week 2</i></p> <p><i>Characters and Answering Questions About Characters</i></p>	<p><b><u>Little Quack by L. Thompson</u></b></p> <p><u>Miss Bindergarten Gets Ready For Kindergarten</u> by Joseph Slate</p> <p><u>While the World was Sleeping</u> by Pamela Duncan Edwards</p> <p><u>The Littlest Owl</u> by Caroline Pitcher</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction <ul style="list-style-type: none"> <li>• Continue previewing a book taking a picture walk, add more detail</li> <li>• Model how to identify characters</li> <li>• Ask direct comprehension questions regarding characters in book (Who are the characters? What are the characters' names? Etc.)</li> </ul> </li> <li>3. Shared Reading <ul style="list-style-type: none"> <li>• Model how to match print to spoken word</li> <li>• Model how to read with expression</li> </ul> </li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students <ul style="list-style-type: none"> <li>• Continue establishing structure and norms for conferring</li> </ul> </li> <li>7. Response to text <ul style="list-style-type: none"> <li>• Continue to model how to talk about what was</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Preview a book taking a picture walk</li> <li>• Add more detail when taking a picture walk</li> <li>• Identify characters</li> <li>• Answer questions about characters (Who are the characters? What are the characters' names? Etc.)</li> <li>• Match print to spoken word</li> <li>• Read with expression</li> <li>• Discuss characters</li> <li>• Speak about the book by making references to the text</li> <li>• Demonstrate letter and sound recognition</li> <li>• Use words, syllables, and sounds to decode</li> </ul>	<p>characters questions preview</p>

		<p>read</p> <ul style="list-style-type: none"> <li>• Discuss characters</li> <li>• Reinforce speaking properly</li> </ul> <p>8. Foundational Skills</p> <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> </ul> <p>9. Word Study-Orton Gillingham</p> <ul style="list-style-type: none"> <li>• Use words, syllables, and sounds to decode <ul style="list-style-type: none"> <li>○ How to say each part of a word to read</li> <li>○ Using pictures to help read words</li> </ul> </li> <li>• Rhyming: focus on exposing/playing with rhyming words</li> </ul> <p>10. Vocabulary-Amazing Words, Orton Gillingham</p> <p>11. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> <li>• Reflection: Why is it important for us to be able to answer questions about characters?</li> </ul>	<ul style="list-style-type: none"> <li>○ Say each part of a word when decoding</li> <li>○ Use pictures to help read words</li> <li>○ Engage in wordplay with rhyming words</li> </ul>	
<p><i>During Week 3</i></p> <p><i>Setting and Answering Questions About Setting</i></p>	<p><b><u>George Washington Visits by D. Fertig</u></b></p> <p><b><u>The Biggest Pumpkin Ever</u></b> by Steven Kroll</p> <p><b><u>Pete the Cat Book</u></b> by Eric Litwin and James Dean</p>	<p>1. Read Aloud</p> <p>2. Direct instruction</p> <ul style="list-style-type: none"> <li>• Model how to identify setting</li> <li>• Continue with identifying story settings – place and time</li> <li>• Ask direct comprehension questions regarding setting of book (Where is the story taking place? When is the story taking place?)</li> </ul> <p>3. Shared Reading</p> <ul style="list-style-type: none"> <li>• Model how to match print to spoken words</li> <li>• Model how to read with expression</li> </ul> <p>4. Guided reading</p> <p>5. Independent Reading</p> <p>6. Confer with students</p> <ul style="list-style-type: none"> <li>• Continue establishing conferring norms</li> </ul> <p>7. Response to text</p> <ul style="list-style-type: none"> <li>• Continue to model how to talk about what was read</li> <li>• Reinforce speaking properly</li> </ul> <p>8. Foundational Skills</p> <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> </ul> <p>9. Word Study-Orton Gillingham</p> <ul style="list-style-type: none"> <li>• Use words, syllables, and sounds to decode <ul style="list-style-type: none"> <li>○ How to say each part of a word to read</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify setting (e.g. place)</li> <li>• Identify setting with more details (e.g. place, time)</li> <li>• Answer questions regarding the setting of the book (Where is the story taking place? When is the story taking place?)</li> <li>• Match print to spoken words</li> <li>• Read with expression</li> <li>• Conference with the teacher</li> <li>• Speak about the book by making references to the text</li> <li>• Demonstrate letter and sound recognition</li> <li>• Use words, syllables, and sounds to decode <ul style="list-style-type: none"> <li>○ Say each part of a word when decoding</li> <li>○ Use pictures to help read words</li> <li>○ Engage in wordplay with rhyming words</li> </ul> </li> </ul>	<p>setting</p>

		<ul style="list-style-type: none"> <li>○ Using pictures to help read words</li> <li>• Rhyming: focus on exposing/playing with rhyming words</li> </ul> <p>10. Vocabulary</p> <p>11. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> <li>• Reflection: How can I use what I know about letters and words to read?</li> <li>• How does knowing about the setting help us to understand the story?</li> </ul>		
<p><i>During Week 4</i></p> <p><i>Events and Answering Questions About Events</i></p>	<p><u>Farallina and Marcel</u> by H. Keller</p> <p><b><u>There was an Old Lady Who Swallowed</u></b> <b><u>Some Leaves</u></b> by Lucille Colandro</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction <ul style="list-style-type: none"> <li>• Identifying characters: using descriptions to tell about characters</li> <li>• Identifying setting- place and time</li> <li>• Ask direct comprehension questions regarding events of book (What is happening in the story? What happened first, next, last?)</li> </ul> </li> <li>3. Shared Reading <ul style="list-style-type: none"> <li>• Model how to match print to spoken words</li> <li>• Model how to read with expression</li> </ul> </li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students <ul style="list-style-type: none"> <li>• Continue with conferring structure and norms</li> </ul> </li> <li>7. Response to text <ul style="list-style-type: none"> <li>• Continue to model how to talk about what was read</li> <li>• Reinforce speaking properly</li> </ul> </li> <li>8. Foundational Skills <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> </ul> </li> <li>9. Word Study- Orton Gillingham <ul style="list-style-type: none"> <li>• Use words, syllables, and sounds to decode <ul style="list-style-type: none"> <li>○ How to say each part of a word to read</li> <li>○ Using pictures to help read words</li> </ul> </li> <li>• Rhyming: focus on exposing/playing with rhyming words</li> </ul> </li> <li>10. Vocabulary-Orton Gillingham</li> <li>11. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• Reflection: Why is it important to understand</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Use descriptions to tell about characters</li> <li>• Identify setting (place, time)</li> <li>• Answer questions regarding events of the book events of book (What is happening in the story? What happened first, next, last?)</li> <li>• Put pictures of key events in order</li> <li>• Match print to spoken words</li> <li>• Read with expression</li> <li>• Conference with the teacher</li> <li>• Speak about the book by making references to the text</li> <li>• Demonstrate letter and sound recognition</li> <li>• Use words, syllables, and sounds to decode <ul style="list-style-type: none"> <li>○ Say each part of a word when decoding</li> <li>○ Use pictures to help read words</li> <li>○ Engage in wordplay with rhyming words</li> </ul> </li> </ul>	<p>events</p>

		the events in the story? What words can you use to tell a story in order?		
<p><i>During Week 5</i></p> <p><i>Closer Look at Events</i></p>	<p><b><u>Then and Now</u></b></p> <p><b><u>Grace for President</u></b> <b>by Kelly S. DiPucchio</b></p> <p><b><u>Little Mouse, the Ripe Strawberry and The Big Hungry Bear</u></b> by Don Wood</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction <ul style="list-style-type: none"> <li>• Review characters and setting</li> <li>• Introduce vocabulary “major event” and “key detail”</li> <li>• Explain that major event is when the problem arises</li> <li>• Identify major events and key detail in the story</li> </ul> </li> <li>3. Shared Reading <ul style="list-style-type: none"> <li>• Model how to match print to spoken words</li> <li>• Model how to read with expression</li> </ul> </li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students <ul style="list-style-type: none"> <li>• Solidify conferring structure and norms</li> </ul> </li> <li>7. Response to text <ul style="list-style-type: none"> <li>• Continue to model how to talk about what was read</li> <li>• Reinforce speaking properly</li> </ul> </li> <li>8. Foundational Skills <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> </ul> </li> <li>9. Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>• Use words, syllables, and sounds to decode <ul style="list-style-type: none"> <li>○ How to say each part of a word to read</li> </ul> </li> <li>• Rhyming: focus on exposing/playing with rhyming words</li> </ul> </li> <li>10. Vocabulary-Orton Gillingham <ul style="list-style-type: none"> <li>• Sort objects into groups</li> <li>• Come up with a name for the group of objects</li> </ul> </li> <li>11. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• Reflection: How can I use what I know about letters and words to read the words in my books?</li> <li>• How can I use what I know about characters, setting, and events to understand the story?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Identify characters</li> <li>• Identify setting</li> <li>• Define major event (when problem arises) and key detail</li> <li>• Identify the major event of the story (when the problem arises)</li> <li>• Identify major events and key details in the story</li> <li>• Draw a picture showing what happened first, next, and last (divide paper into three sections) in the story</li> <li>• Match print to spoken words</li> <li>• Read with expression</li> <li>• Conference with teacher</li> <li>• Speak about the book by making references to the text</li> <li>• Demonstrate letter and sound recognition</li> <li>• Use words, syllables, and sounds to decode <ul style="list-style-type: none"> <li>○ Say each part of a word when decoding</li> <li>○ Use pictures to help read words</li> </ul> </li> <li>• Engage in wordplay with rhyming words</li> <li>• Sort objects into groups</li> <li>• Name groups of objects</li> </ul>	<p>major event key detail</p>

## DIFFERENTIATION

Tier Intervention following I&RS framework  
Respectful tasks based on readiness, interest, learning profiles  
flexible grouping

## RESOURCES

The Amistad Commission's Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>  
<http://www.njamistadcurriculum.net/>

## ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY

### 21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. **Environmental Literacy**

### 21<sup>st</sup> Century Skills: Bold all that apply

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology
7. Life & Career Skills

### Technology Infusion:

PearsonReading.com, Learn 360, studyisland.com, Razkids.com for leveled reading practice, iPad Applications, smartexchange.com, Google Classroom, Seesaw Journal

# Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts – Writing	<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	1	<b>Unit Title:</b>	Narrative Writing – Writing for Readers
		<b>Pacing:</b>	5 weeks

## ESSENTIAL QUESTION

- How do I use what I know about letters and sounds to write?
- How can understanding the elements of a story make me a better writer?

## TARGET STANDARDS

ELA NJSLS	I Can ...
RF.K.3a	Know sounds for each consonant
L.K.1a	Print upper and lowercase letters
L.K.2c	Write a letter or letters for consonant and short vowel sounds
L.K.2d	Spell simple words phonetically, drawing knowledge of sound-letter relationships
W.K.3	Use pictures and words to tell about the events in a story Tell the events in order Tell how the story made me feel
W.K.8	Use what I know or learn to answer questions

## INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Telling a story orally</i></p>	<p><b><u>Rooster's Off to See the World by E. Carle</u></b></p> <p><u>Owl Moon</u> by Jane Yolen</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>)                             <ul style="list-style-type: none"> <li>Explain: What is a story?</li> <li>Explain: What is not a story?</li> <li>Tell: What stories tell us?</li> <li>Ask: What story do you want to tell others? (Focus on small event)</li> <li>Model how to recall an event/ experience</li> <li>Model telling a story (small event) orally</li> </ul> </li> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, grammar, language- Orton Gillingham                             <ul style="list-style-type: none"> <li>Model how to print lowercase letters</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Explain what a story is and what it is not</li> <li>Explain what stories tell us</li> <li>Choose a small moment you would like to tell others about</li> <li>Recall an event</li> <li>Print lowercase letters</li> <li>Write letter(s) for consonant and short vowel sounds</li> <li>Sound out words to spell them</li> </ul>	<p>story orally</p> <p>small event</p> <p>consonant</p> <p>short vowel</p> <p>lowercase letters</p>

		<ul style="list-style-type: none"> <li>• Writing letter(s) for consonant and short vowel sounds</li> <li>• Model how to sound out words to spell them</li> </ul> <p>7. Foundational Skills 8. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> <li>• Reflection: What can stories tell us?</li> </ul>		
<p><i>During Week 2</i></p> <p><i>Adding pictures to my story</i></p>	<p><b><u>My Lucky Day by K. Kesko</u></b></p> <p><b><u>Night Shift Daddy by Eileen Spinelli</u></b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Model telling same story from previous week through drawing a picture</li> <li>• Model and explain how to add pictures</li> <li>• Ask direct questions regarding small event (Who is in the story? What is happening? Etc.)</li> </ul> </li> <li>3. Shared Writing/Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, grammar, language- Orton Gillingham <ul style="list-style-type: none"> <li>• Model how to print lowercase letters</li> <li>• Writing letter(s) for consonant and short vowel sounds</li> <li>• Model how to sound out words to spell them</li> </ul> </li> <li>7. Foundational Skills</li> <li>8. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• Reflection: How can I help someone understand my story better?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Tell the same story from previous week through drawing a picture</li> <li>• Add pictures to story</li> <li>• Answer questions regarding small event (Who is in the story? What is happening? Etc.)</li> <li>• Print lowercase letters</li> <li>• Write letter(s) for consonant and short vowel sounds</li> <li>• Sound out words to spell words</li> </ul>	<p>drawing picture</p>
<p><i>During Week 3</i></p> <p><i>Using pictures to tell a story in order</i></p>	<p><b><u>Pete's Chair by Ezra Jack Keats</u></b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Model using pictures to tell a story in order</li> </ul> </li> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, grammar, language <ul style="list-style-type: none"> <li>• Model how to print lowercase letters</li> <li>• Writing letter(s) for consonant and short vowel sounds</li> <li>• Model how to sound out words to spell</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Use pictures to tell story in order</li> <li>• Print lowercase letters</li> <li>• Write letter(s) for consonant and short vowel sounds</li> <li>• Sound out words to spell words</li> </ul>	<p>in order</p>



		<p>them</p> <ol style="list-style-type: none"> <li>7. Foundational Skills</li> <li>8. Closure/Share/Reflection <ul style="list-style-type: none"> <li>• Reflection: How do I use what I know about letters and sounds to write? How can I use pictures to tell my story? Why is it important to tell my story in order?</li> </ul> </li> </ol>		
<p><i>During Week 4</i></p> <p><i>Adding details and labels to my pictures to tell my story</i></p>	<p><b><u>The Relatives Came</u> by Cynthia Rylant</b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Model adding details and labels to picture</li> <li>• Ask direct questions regarding small event (Where is the story taking place? What time of day is it? What kind of day is it?)</li> <li>• Model expressing feelings about an event</li> </ul> </li> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, grammar, language- Orton Gillingham</li> <li>7. Model how to print lowercase letters</li> <li>8. Writing letter(s) for consonant and short vowel sounds</li> <li>9. Model how to sound out words to spell them</li> <li>10. Foundational Skills</li> <li>11. Close/Share/Reflection <ul style="list-style-type: none"> <li>• Reflection: How can understanding the elements of a story make me a better writer?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Add details and labels to picture</li> <li>• Answer questions regarding small event (Where is the story taking place? What time of day is it? What kind of day is it?)</li> <li>• Tell how you felt about the event after it happened. (I went to the park...I felt happy, etc.)</li> <li>• Print lowercase letters</li> <li>• Write letter(s) for consonant and short vowel sound</li> <li>• Sound out words to spell them</li> </ul>	<p>labels feelings</p>
<p><i>During Week 5</i></p> <p><i>Sharing my story with others</i></p>	<p><b><u>The Snowy Day</u> by Ezra Jack Keats</b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Model how to <ul style="list-style-type: none"> <li>○ Sit with partner</li> <li>○ Work with partner</li> <li>○ Share story with partner</li> <li>○ Taking turns speaking, one speaker at a time</li> </ul> </li> </ul> </li> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, grammar, language <ul style="list-style-type: none"> <li>• Model how to print lowercase letters</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Sit with and work with a partner</li> <li>• Share story with partner</li> <li>• Take turns speaking (one speaker at a time)</li> </ul>	<p>partner</p>

		<ul style="list-style-type: none"> <li>• Writing letter(s) for consonant and short vowel sounds</li> <li>• Model how to sound out words to spell them</li> </ul> <p>7. Foundational Skills- Orton Gillingham</p> <p>8. Closure/Share/Reflection</p> <ul style="list-style-type: none"> <li>• Reflection: How do I use what I know about letters and sounds to write? How can understanding the elements of a story make me a better writer? How can I share my story so that everyone can enjoy it?</li> </ul>		
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**DIFFERENTIATION**

Tier Intervention following I&RS framework  
 Respectful tasks based on readiness, interest, learning profiles  
 flexible grouping  
 Ongoing assessments

**RESOURCES**


**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
<ol style="list-style-type: none"> <li>1. Global Awareness</li> <li>2. Financial, Economic, Business and Entrepreneurial Literacy</li> <li><b>3. Civic Literacy</b></li> <li>4. Health Literacy</li> <li>5. Environmental Literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Creativity &amp; Innovation</li> <li><b>2. Critical Thinking &amp; Problem Solving</b></li> <li>3. Communication &amp; Collaboration</li> <li>4. Media Literacy</li> <li>5. Information Literacy</li> <li>6. Information, Communication &amp; Technology</li> <li>7. Life &amp; Career Skills</li> </ol>

**Technology Infusion:**

PearsonReading.com, Learn 360, studyisland.com, Razkids.com for leveled reading practice, iPad Applications, smartexchange.com, Google Classroom, Seesaw Journal

## Lebanon Borough Instructional Unit

<b>Content:</b>	English Language Arts – Reading	<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	2	<b>Unit Title:</b>	Exploring the Elements of Literature and Introducing Informational Text
		<b>Pacing:</b>	6 weeks

### ESSENTIAL QUESTION

- How can understanding the elements of a story make me a better reader?
- How do books differ from one another?

ELA NJSLs	I Can ...
RL.K.1	Ask and answer questions about what was read
RL.K.2	Retell a story
RL.K.9	Compare characters and events from different stories
RI.K.5	Name the parts of [informational] books
RI.K.6	Name the author and the illustrator and tell what they do
RF.K.1b	[Know] that written words represents spoken words
RF.K.1c	[Know] that words are separated by spaces in print
RF.K.1d	[Know] and can name all of the letters of the alphabet
RF.K.2a	Name words that rhyme
RF.K.2b	Count and say syllables in words
RF.K.2c	Put together word parts and take apart word parts
RF.K.2d	Read CVC words and say each sound of a word
RF.K.3b	Spell words with short and long vowel sounds
RF.K.3c	Read sight words
SL.K.2	Ask and answer questions about what was read
L.K.1d	Use question words
L.K.5b	Use and understand verbs and adjectives by know their opposites

### INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i>  <i>Using Story Elements to Retell</i>	<u>The Gingerbread Man</u>  <b>Jack and the Beanstalk</b>	1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> <li>Review story elements: characters, setting, events</li> <li>Model how to use story elements to retell               <ul style="list-style-type: none"> <li>Include characters' names in retelling</li> <li>Include setting in retelling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about the story elements: characters, setting, and events of stories</li> <li>Use story elements to retell stories</li> <li>Include characters' names,</li> </ul>	story elements retell

	<p><u>Various versions of Jack and the Beanstalk or other Fairytales</u></p>	<ul style="list-style-type: none"> <li>○ Include events in retelling</li> <li>• Ask direct comprehension questions on story elements</li> <li>• Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>• Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <p>3. Shared Reading</p> <ul style="list-style-type: none"> <li>• Model one-to-one correspondence <ul style="list-style-type: none"> <li>○ Point crisply</li> <li>○ Point under word</li> </ul> </li> </ul> <p>4. Guided Reading</p> <ul style="list-style-type: none"> <li>• Using reading assessments (DRA, running records, reading conferences, sight word assessment) form/reorganize reading groups</li> <li>• Set reading goals</li> </ul> <p>5. Independent Reading</p> <ul style="list-style-type: none"> <li>• Reading with more stamina</li> </ul> <p>6. Confer with students</p> <p>7. Response to text</p> <p>8. Foundational Skills</p> <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> <li>• Begin study on vowels</li> </ul> <p>9. Word Study-Orton Gillingham</p> <ul style="list-style-type: none"> <li>• Introduce sight words and continue for rest of the school year (suggested: 2 per week)</li> <li>• Rhyming: focus on recognizing rhyming words</li> <li>• Hearing and clapping syllables (suggested: syllables in students' first and last names)</li> <li>• Using one-syllable words, blend and segment onset and rimes (e.g. /b/-/ag/, /w/-/ag/, /m/-/et/, etc.)</li> <li>• Blend CVC words by saying each phoneme (sound)</li> </ul> <p>10. Vocabulary-Amazing words, Orton Gillingham</p> <p>11. Closure/Share/Reflection</p>	<p>setting, and events when retelling stories</p> <ul style="list-style-type: none"> <li>• Have more stamina when reading independently</li> <li>• Use graphophonic cues to solve unknown words</li> <li>• Use semantics and syntax cues to read</li> <li>• Point to words</li> <li>• Recognize letters and sounds</li> <li>• Recognize vowel sounds</li> <li>• Read sight words</li> <li>• Recognize rhyming words</li> <li>• Clap out syllables</li> <li>• Blend and segment onset and rimes</li> <li>• Blend CVC words by saying each phoneme</li> </ul>	
<p><i>During Week 2</i></p> <p><i>Story Elements</i></p>	<p><b><u>Jonathan and His Mommy</u></b> <b>By Irene Smalls</b></p>	<p>1. Read Aloud</p> <p>2. Direct Instruction</p> <ul style="list-style-type: none"> <li>• Model how to retell story in order</li> <li>• Model how to use characters' names in beginning</li> <li>• Model how to include setting in the beginning</li> </ul>	<ul style="list-style-type: none"> <li>• Retell stories in sequence</li> <li>• Use characters' names in retell</li> <li>• Include setting in retell</li> <li>• Use transitional words in retell</li> <li>• Use story elements to retell</li> </ul>	<p>retell sequence beginning middle end</p>

<p><i>and Sequencing during a Retell</i></p>	<p><u>Bear Wants More</u> by Karma Wilson</p>	<ul style="list-style-type: none"> <li>• Model how to tell the events in order <ul style="list-style-type: none"> <li>○ Use transitional words: first, next, last to help retell in order</li> </ul> </li> <li>• Continue to use story elements to retell</li> <li>• Model how to ask oneself simple questions after reading (Who is in the story? Where is the story taking place? What happened in the story)</li> <li>• Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>• Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <p>3. Shared Reading</p> <ul style="list-style-type: none"> <li>• Continue to model one-to-one correspondence <ul style="list-style-type: none"> <li>○ Point crisply</li> <li>○ Point under words</li> </ul> </li> </ul> <p>4. Guided Reading</p> <p>5. Independent Reading</p> <p>6. Confer with students</p> <p>7. Response to text</p> <p>8. Foundational Skills</p> <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> <li>• Continue study on vowels</li> </ul> <p>9. Word Study- Orton Gillingham</p> <ul style="list-style-type: none"> <li>• Introduce new sight words for the week</li> <li>• Rhyming: focus on recognizing rhyming words</li> <li>• Hearing and clapping syllables</li> <li>• Using one-syllable words, blend and segment onset and rimes</li> <li>• Blend CVC words by saying each phoneme (sound)</li> </ul> <p>10. Vocabulary-amazing words, Red Words</p> <ul style="list-style-type: none"> <li>• Discuss verbs – what are verbs? <ul style="list-style-type: none"> <li>○ Brainstorm list of verbs</li> <li>○ Identify verbs in read alouds</li> </ul> </li> </ul> <p>11. Closure/ Share/ Reflection</p>	<ul style="list-style-type: none"> <li>• Ask themselves questions after reading/or listening to a book</li> <li>• Use graphophonic cues to solve unknown words</li> <li>• Use semantics and syntax cues to read</li> <li>• Point to words</li> <li>• Recognize letters and sounds</li> <li>• Recognize vowel sounds</li> <li>• Read sight words</li> <li>• Recognize rhyming words</li> <li>• Clap out syllables</li> <li>• Blend and segment onset and rimes</li> <li>• Blend CVC words by saying each phoneme</li> <li>• Identify verbs</li> </ul>	<p>who where what verb action</p>
<p><i>During Week 3 Beginning to Make</i></p>	<p><b><u>There was an Old Lady Who Swallowed Some _____ books</u></b></p>	<p>1. Read Aloud</p> <p>2. Direct instruction</p> <ul style="list-style-type: none"> <li>• Model how to talk about characters’ external features (e.g. What a character looks like, does, says)</li> <li>• Model how to think about characters deeply</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about characters’ external features (looks, actions, says)</li> <li>• Identify a favorite part</li> <li>• Identify an interesting part</li> <li>• Talk about the story with</li> </ul>	<p>characters connections favorite interesting questions</p>

<p><i>Connections</i></p>		<ul style="list-style-type: none"> <li>○ Similarities between characters</li> <li>○ Differences between characters</li> <li>• Model how to identify a favorite or interesting part on a book and tell about it</li> <li>• Model how to talk about the story with a partner</li> <li>• Continue with asking oneself simple questions about the book after reading</li> <li>• Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>• Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <p>3. Shared Reading</p> <ul style="list-style-type: none"> <li>• Continue to model one-to-one correspondence</li> </ul> <p>4. Guided reading</p> <p>5. Independent Reading</p> <p>6. Confer with students</p> <p>7. Response to text</p> <ul style="list-style-type: none"> <li>• Tell about characters</li> <li>• Tell about a favorite or interesting part</li> </ul> <p>8. Foundational Skills</p> <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> <li>• Continue study on vowels</li> </ul> <p>9. Word Study-Orton Gillingham</p> <ul style="list-style-type: none"> <li>• Introduce new sight words for the week</li> <li>• Rhyming: focus on recognizing rhyming words</li> <li>• Hearing and clapping syllables</li> <li>• Using one-syllable words, blend and segment onset and rimes</li> <li>• Blend CVC words by saying each phoneme (sound)</li> </ul> <p>10. Vocabulary-Amazing Words, Red Words</p> <ul style="list-style-type: none"> <li>• Continue study of verbs</li> </ul> <p>11. Closure/ Share/ Reflection</p>	<p>partner</p> <ul style="list-style-type: none"> <li>• Ask themselves simple questions about the book after reading/read alouds</li> <li>• Use graphophonic cues to solve unknown words</li> <li>• Use semantics and syntax cues to read</li> <li>• Point to words</li> <li>• Recognize letters and sounds</li> <li>• Recognize vowel sounds</li> <li>• Read sight words</li> <li>• Recognize rhyming words</li> <li>• Clap out syllables</li> <li>• Blend and segment onset and rimes</li> <li>• Blend CVC words by saying each phoneme</li> <li>• Identify verbs</li> </ul>	
<p><i>During Week 4</i></p> <p><i>Continuing with Connections</i></p>	<p>Revisit previous read alouds: <u>A Chair for My Mother</u> by Vera Williams</p>	<p>1. Read Aloud</p> <p>2. Direct Instruction</p> <ul style="list-style-type: none"> <li>• Using familiar stories, model how to talk about characters' experiences</li> <li>• Model how to think about a characters' feelings</li> <li>• Discuss what happens to the characters</li> <li>• Continue identifying favorite/interesting parts</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about characters' experiences (feelings, experiences)</li> <li>• Identify favorite parts</li> <li>• Identify interesting parts</li> <li>• Talk about the story with a partner</li> </ul>	<p>experience</p>

	<p><u>The Fair</u> by Donald Crews</p>	<ul style="list-style-type: none"> <li>• Continue with asking oneself simple questions about the book after reading</li> <li>• Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>• Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <p>3. Shared Reading</p> <ul style="list-style-type: none"> <li>• Continue one-to-one correspondence</li> </ul> <p>4. Guided Reading</p> <p>5. Independent Reading</p> <p>6. Confer with students</p> <p>7. Response to text</p> <ul style="list-style-type: none"> <li>• Continue talking about favorite/interesting parts with peer</li> </ul> <p>8. Foundational Skills</p> <ul style="list-style-type: none"> <li>• Continue with letter and sound recognition</li> <li>• Continue study on vowels</li> </ul> <p>9. Word Study- Orton Gillingham</p> <ul style="list-style-type: none"> <li>• Introduce new sight words for the week</li> <li>• Rhyming: focus on recognizing rhyming words</li> <li>• Hearing and clapping syllables</li> <li>• Using one-syllable words, blend and segment onset and rimes</li> <li>• Blend CVC words by saying each phoneme (sound)</li> </ul> <p>10. Vocabulary- Amazing Words, Red Words</p> <ul style="list-style-type: none"> <li>• Continue study of verbs</li> </ul> <p>11. Closure/ Share/ Reflection</p>	<ul style="list-style-type: none"> <li>• Ask themselves simple questions about the book after reading/read alouds</li> <li>• Use graphophonic cues to solve unknown words</li> <li>• Use semantics and syntax cues to read</li> <li>• Point to words</li> <li>• Recognize letters and sounds</li> <li>• Recognize vowel sounds</li> <li>• Read sight words</li> <li>• Recognize rhyming words</li> <li>• Clap out syllables</li> <li>• Blend and segment onset and rimes</li> <li>• Blend CVC words by saying each phoneme</li> <li>• Identify verbs</li> </ul>	
<p><i>During Week 5</i></p> <p><i>Intro to Information-al Texts</i></p>	<p><b><u>The Reasons For the Seasons</u></b> by Gail Gibbons</p> <p>Use other Gail Gibbons texts for non-fiction</p>	<p>1. Read Aloud</p> <p>2. Direct Instruction</p> <ul style="list-style-type: none"> <li>• Introduce informational books</li> <li>• Identify parts of an informational text: front cover, back cover, and title page</li> <li>• Name the author and illustrator of an informational text</li> <li>• Define role of author in informational text</li> <li>• Define role of illustrator in informational text</li> <li>• Model how to preview an informational text</li> <li>• Model how to use graphophonic cues (taught in Word Study) to decode</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of an informational book: front cover, back cover, title page</li> <li>• Name author and illustrator</li> <li>• Tell role of author and illustrator</li> <li>• Preview an informational text</li> <li>• Use graphophonic cues to solve unknown words</li> <li>• Use semantics and syntax cues to read</li> <li>• Point to words</li> <li>• Recognize letters and sounds</li> </ul>	<p>informational author illustrator</p>

		<ul style="list-style-type: none"> <li>Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <ol style="list-style-type: none"> <li>Shared Reading <ul style="list-style-type: none"> <li>Continue one-to-one correspondence</li> </ul> </li> <li>Guided Reading</li> <li>Independent Reading</li> <li>Confer with students</li> <li>Response to text</li> <li>Foundational Skills <ul style="list-style-type: none"> <li>Continue with letter and sound recognition</li> <li>Continue study on vowels</li> </ul> </li> <li>Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>Introduce new sight words for the week</li> <li>Rhyming: focus on recognizing rhyming words</li> <li>Hearing and clapping syllables</li> <li>Using one-syllable words, blend and segment onset and rimes</li> <li>Blend CVC words by saying each phoneme (sound)</li> </ul> </li> <li>Vocabulary- Amazing Words, Red Words</li> <li>Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>Recognize vowel sounds</li> <li>Read sight words</li> <li>Recognize rhyming words</li> <li>Clap out syllables</li> <li>Blend and segment onset and rimes</li> <li>Blend CVC words by saying each phoneme</li> </ul>	
<p><i>During Week 6</i></p> <p><i>Comparing Informational Texts and Fictional Texts</i></p>	<p><b><u>A Bed For Winter</u></b></p> <p>Gail Gibbons texts for nonfiction</p>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction <ul style="list-style-type: none"> <li>Discuss similarities between informational and fictional texts</li> <li>Discuss differences between informational and fictional texts (e.g. photographs vs. illustrations)</li> <li>Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> </li> <li>Shared Reading <ul style="list-style-type: none"> <li>Continue one-to-one correspondence</li> </ul> </li> <li>Guided Reading</li> <li>Independent Reading</li> <li>Confer with students</li> <li>Response to text</li> <li>Foundational Skills <ul style="list-style-type: none"> <li>Continue with letter and sound recognition</li> <li>Continue study on vowels</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Discuss the similarities between informational and fictional texts</li> <li>Discuss the differences between informational and fictional texts</li> <li>Use graphophonic cues to solve unknown words</li> <li>Use semantics and syntax cues to read</li> <li>Point to words</li> <li>Recognize letters and sounds</li> <li>Recognize vowel sounds</li> <li>Read sight words</li> <li>Recognize rhyming words</li> <li>Clap out syllables</li> <li>Blend and segment onset and rimes</li> <li>Blend CVC words by saying each phoneme</li> </ul>	<p>photographs facts information</p>



		<p>9. Word Study-Orton Gillingham</p> <ul style="list-style-type: none"> <li>• Introduce new sight words for the week</li> <li>• Rhyming: focus on recognizing rhyming words</li> <li>• Hearing and clapping syllables</li> <li>• Using one-syllable words, blend and segment onset and rimes</li> <li>• Blend CVC words by saying each phoneme (sound)</li> </ul> <p>10. Vocabulary- Amazing Words, Red Words</p> <p>11. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> <li>• What do I know about books?</li> <li>• What have I learned about books?</li> </ul>		
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**DIFFERENTIATION**

Tier Intervention following I&RS framework  
 Respectful tasks based on readiness, interest, learning profiles  
 flexible grouping  
 Ongoing assessments

**RESOURCES**

The Amistad Commission’s Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>  
<http://www.njamistadcurriculum.net/>

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
<ol style="list-style-type: none"> <li>1. <b>Global Awareness</b></li> <li>2. Financial, Economic, Business and Entrepreneurial Literacy</li> <li>3. Civic Literacy</li> <li>4. Health Literacy</li> <li>5. Environmental Literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Creativity &amp; Innovation</li> <li>2. <b>Critical Thinking &amp; Problem Solving</b></li> <li>3. <b>Communication &amp; Collaboration</b></li> <li>4. Media Literacy</li> <li>5. <b>Information Literacy</b></li> <li>6. Information, Communication &amp; Technology</li> <li>7. Life &amp; Career Skills</li> </ol>

**Technology Infusion:**

PearsonReading.com, Learn 360, studyisland.com, Razkids.com for leveled reading practice, iPad Applications, smartexchange.com, Google Classroom, Seesaw Journal

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts – Writing	<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	2	<b>Unit Title:</b>	Enhancing Narrative Writing
		<b>Pacing:</b>	6 weeks

### ESSENTIAL QUESTION

- How can I use the elements of a story to make my writing better?

### TARGET STANDARDS

ELA NJSLs	I Can...
RF.K.1c	[Know] that words are separated by spaces in print
L.K.1a	Print uppercase and lowercase letters
L.K.1b	Write and say familiar words
L.K.2b	Name punctuation marks
L.K.2c	Write a letter or letters for consonants and short vowel sounds
L.K.2d	Spell simple words
L.K.5b	Use and understand verbs and adjectives by knowing their opposites
W.K.3	Use pictures and words to tell about the events in a story Tell the events in order Tell how the story made me feel

### INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i>  <i>Characters, Setting, and Events</i>	<b><u>Knuffle Bunny</u></b> <b>by Mo Willems</b>	<ol style="list-style-type: none"> <li>1. Reading Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>)                             <ul style="list-style-type: none"> <li>• Review elements of a narrative (characters, setting, events)</li> <li>• Model including elements in writing:                                     <ul style="list-style-type: none"> <li>○ Characters in story</li> <li>○ setting of story</li> <li>○ events of story</li> </ul> </li> </ul> </li> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, grammar, language                             <ul style="list-style-type: none"> <li>• Model printing lowercase letters</li> <li>• Model writing and saying familiar words</li> <li>• Model identifying punctuation marks when reading and writing</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Define elements of a narrative (characters, setting, events)</li> <li>• Include characters (use names) in a story</li> <li>• Include setting of a story</li> <li>• Include events of a story</li> <li>• Print lowercase letters</li> <li>• Write and say familiar words</li> <li>• Identify punctuation marks when reading and writing</li> <li>• Write letter(s) for consonants and short vowel sounds</li> <li>• Use simple spelling words in writing</li> </ul>	characters setting events

		<ul style="list-style-type: none"> <li>Model writing letter(s) for consonants and short vowel sounds</li> <li>Model using and spelling simple words in writing</li> </ul> <p>7. Foundational Skills 8. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> <li>Reflection: What do I need to include in all of my stories that I write?</li> </ul>		
<p><i>During Week 2</i></p> <p><i>Sequencing</i></p>	<p><b><u>Max Takes the Train</u> by Margaret Wells</b></p>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>Model telling a story in order</li> <li>Use transitional words (first, next last)</li> </ul> </li> <li>Shared Writing/ Interactive Writing</li> <li>Independent Writing</li> <li>Confer with students</li> <li>Conventions, grammar, language <ul style="list-style-type: none"> <li>Model printing lowercase letters</li> <li>Model writing and saying familiar words</li> <li>Model identifying punctuation marks when reading and writing</li> <li>Model writing letter(s) for consonants and short vowel sounds</li> <li>Model using and spelling simple words in writing</li> <li>Model using verbs and adjectives</li> </ul> </li> <li>Foundational Skills</li> <li>Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>Reflection: Why is it important to tell a story in order?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Tell a story in order (sequence)</li> <li>Use transitional words in story (first, next, last)</li> <li>Print lowercase letters</li> <li>Write and say familiar words</li> <li>Identify punctuation marks when reading and writing</li> <li>Write letter(s) for consonants and short vowel sounds</li> <li>Use verbs and adjectives in writing</li> </ul>	<p>in order sequence first next last</p>
<p><i>During Week 3</i></p> <p><i>Adding feelings to my story</i></p>	<p><b><u>Whistle for Willie</u> by Ezra Jack Keats</b></p>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>Model adding feeling/ reaction words to the end of the story (I was riding my bike. I feel off of my bike. I was sad.)</li> </ul> </li> <li>Shared Writing/ Interactive Writing</li> <li>Independent Writing</li> <li>Confer with students</li> <li>Conventions, grammar, language- Orton Gillingham <ul style="list-style-type: none"> <li>Model printing lowercase letters</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Add feeling/reaction words to the end of the story (e.g. I was riding my bike. I fell off of my bike. I was sad)</li> <li>Print lowercase letters</li> <li>Write and say familiar words</li> <li>Identify punctuation marks when reading and writing</li> <li>Write letter(s) for consonants and short vowel sounds</li> <li>Use simple spelling words in writing</li> </ul>	

		<ul style="list-style-type: none"> <li>• Model writing and saying familiar words</li> <li>• Model identifying punctuation marks when reading and writing</li> <li>• Model writing letter(s) for consonants and short vowel sounds</li> <li>• Model using and spelling simple words in writing</li> <li>• Model using verbs and adjectives</li> </ul> <p>7. Foundational Skills- Amazing Words, Red Words 8. Closure/ Share/ Reflection</p>		
<p><i>During Week 4</i></p> <p><i>Revisit My Characters</i></p>	<p><u>Mayday!</u> <u>Mayday!</u> by C. <u>Demarest</u></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Model how to add details to the characters in story (names, description, what they do, what they say, how they feel etc.)</li> </ul> </li> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Conventions, grammar, language <ul style="list-style-type: none"> <li>• Model printing lowercase letters</li> <li>• Model writing and saying familiar words</li> <li>• Model identifying punctuation marks when reading and writing</li> <li>• Model writing letter(s) for consonants and short vowel sounds</li> <li>• Model using and spelling simple words in writing</li> <li>• Review the use of verbs and adjectives</li> </ul> </li> <li>7. Foundational Skills</li> <li>8. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• Reflection: How can I use add more details to my story?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Add details to the characters in story (names, description, what do they do, what they say, how they feel etc.)</li> <li>• Print lowercase letters</li> <li>• Write and say familiar words</li> <li>• Identify punctuation marks when reading and writing</li> <li>• Write letter(s) for consonants and short vowel sounds</li> <li>• Use simple spelling words in writing</li> <li>• Use verbs and adjectives in writing</li> </ul>	<p>details revisit</p>
<p><i>During Weeks 5 &amp; 6</i></p> <p><i>Revise, Publish and Share</i></p>	<p><u>Chrysanthemum</u> <u>by Kevin Henkes</u></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Model how to edit/revise <ul style="list-style-type: none"> <li>○ Check for beginning and ending sounds</li> <li>○ simple sentences</li> <li>○ Spaces between words</li> </ul> </li> <li>• Model how to publish</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Edit/revise to check for: <ul style="list-style-type: none"> <li>○ Beginning and ending sounds</li> <li>○ Simple sentence structure</li> <li>○ Spaces between words</li> </ul> </li> <li>• Publish writing piece <ul style="list-style-type: none"> <li>○ Cover Page</li> <li>○ Add a title to story</li> </ul> </li> </ul>	<p>publish edit</p>

		<ul style="list-style-type: none"> <li>• Add a title and author</li> <li>• Model how to share <ul style="list-style-type: none"> <li>○ Sit with partner</li> <li>○ Work with a partner</li> <li>○ Share story with partner</li> <li>○ Taking turns speaking, one speaker at a time</li> </ul> </li> </ul> <p>3. Shared Writing/ Interactive Writing</p> <p>4. Independent Writing</p> <p>5. Confer with students</p> <p>6. Conventions, grammar, language-Orton Gillingham</p> <ul style="list-style-type: none"> <li>• Model printing lowercase letters</li> <li>• Model writing and saying familiar words</li> <li>• Model identifying punctuation marks when reading and writing</li> <li>• Model writing letter(s) for consonants and short vowel sounds</li> <li>• Model using and spelling simple words in writing</li> <li>• Review use of verbs and adjectives</li> </ul> <p>7. Foundational Skills</p> <p>8. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> <li>• Reflection: How can I make my writing better?</li> </ul>	<ul style="list-style-type: none"> <li>○ Include Author's name</li> </ul> <ul style="list-style-type: none"> <li>• Sit with a partner appropriately</li> <li>• Work with a partner</li> <li>• Share story with a partner</li> <li>• Take turns speaking, one speaker at a time</li> <li>• Print lowercase letters</li> <li>• Write and say familiar words</li> <li>• Identify punctuation marks when reading and writing</li> <li>• Write letter(s) for consonants and short vowel sounds</li> <li>• Use verbs and adjectives in writing</li> <li>• Use simple spelling words in writing</li> </ul>	
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**DIFFERENTIATION**

Tier Intervention following I&RS framework  
Respectful tasks based on readiness, interest, learning profiles  
flexible grouping

**RESOURCES**


**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
<ul style="list-style-type: none"> <li>1. Global Awareness</li> <li>2. Financial, Economic, Business and Entrepreneurial Literacy</li> </ul>	<ul style="list-style-type: none"> <li><b>1. Creativity &amp; Innovation</b></li> <li>2. Critical Thinking &amp; Problem Solving</li> </ul>

3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

- 3. Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology
7. Life & Career Skills

**Technology Infusion:**

PearsonReading.com, Learn 360, studyisland.com, Razkids.com for leveled reading practice, iPad Applications, smartexchange.com, Google Classroom, Seesaw Journal

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts		<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	2	<b>Unit Title:</b>	Exploring Elements of Informational Text	<b>Pacing:</b> 6 weeks
<b>ESSENTIAL QUESTION</b>				
<ul style="list-style-type: none"> <li>How can books teach me?</li> </ul>				
<b>TARGET STANDARD</b>				
<b>ELA NJSLS</b>	<b>I Can ...</b>			
RI.K.1	Ask and answer questions about what I read			
RI.K.2	Tell the topic and details of a story [informational text]			
RI.K.7	Tell how the pictures and the words go together			
RI.K.8	Tell what the author is thinking and why			
RF.K.1b	[Know] that written words represent spoken words			
RF.K.1c	[Know] that words are separated by spaces in print			
RF.K.1d	[Know] and can name all of the letters of the alphabet			
RF.K.2a	Name words that rhyme			
RF.K.2b	Count and say the syllables in words			
RF.K.2c	Put together word parts and take apart word parts			
RF.K.2d	Read CVC words and say each sound of a word			
RF.K.3b	Spell words with short and long vowel sounds			
RF.K.3c	Read sight words			
SL.K.2	Ask and answer questions about what was read			
L.K.1d	Use question words			
L.K.5b	Use and understand verbs and adjectives by knowing their opposites			
<b>INSTRUCTIONAL PROGRESSION</b>				
<b>Weekly Plan</b>	<b>Anchor Read Aloud</b>	<b>Must Do</b>	<b>Evidence of Learning</b>	<b>Vocabulary</b>
<i>During Week 1</i>  <i>Answer Questions on Key Details</i>	<b>Penguins by Gail Gibbons</b>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction                             <ul style="list-style-type: none"> <li>Ask comprehension questions while reading aloud informational books</li> <li>Ask comprehension questions regarding key details in a text (keep chart of questions asked)</li> <li>Discuss basic differences between fiction and informational texts – informational texts teach</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Answer comprehension questions during read alouds of informational texts</li> <li>Answer comprehension questions regarding key details in a text</li> <li>Tell about the basic differences between fiction and</li> </ul>	fiction non-fiction questions

		<ul style="list-style-type: none"> <li>Model how to use complete sentences when answering questions</li> <li>Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <ol style="list-style-type: none"> <li>Shared Reading</li> <li>Guided Reading</li> <li>Independent Reading</li> <li>Confer with students</li> <li>Response to text</li> <li>Foundational Skills <ul style="list-style-type: none"> <li>Continue study of letters, sounds, vowels</li> </ul> </li> <li>Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>Introduce new sight words for the week</li> <li>Rhyming: recognizing rhyming words</li> <li>Counting and pronouncing syllables</li> <li>Using one-syllable words, blend and segment onset and rimes</li> <li>Blend CVC words by saying each phoneme (sound)</li> </ul> </li> <li>Vocabulary</li> <li>Closure/ Share/ Reflection</li> </ol>	<p>informational texts</p> <ul style="list-style-type: none"> <li>Recognize that informational texts teach</li> <li>Use complete sentences when answering questions</li> <li>Use graphophonic cues to decode</li> <li>Use semantics and syntax cues to read</li> <li>Use knowledge of letters, sounds, and vowels</li> <li>Read sight words</li> <li>Recognize rhyming words</li> <li>Count and pronouncing syllables</li> <li>Blend and segment one syllable words</li> <li>Blend CVC words by saying each phoneme</li> </ul>	
<p><i>During Week 2</i></p> <p><i>Ask Questions about Key Details and Using Question Words</i></p>	<p><b><u>Martin's Big Words: The Life of Dr. Martin Luther King Jr.</u></b> by Doreen Rappaport</p> <p><b><u>Happy Birthday Martin Luther King Jr.!</u></b> by Jean Marzollo</p>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction <ul style="list-style-type: none"> <li>Model how to use question words (who, what, where, when, why, how, etc.) when asking questions about key details</li> <li>Model how to ask questions about key details to yourself while reading</li> <li>Discuss what are "key" details</li> <li>Model how to use complete sentences when asking questions</li> <li>Continue to model how to use complete sentences when answering questions</li> <li>Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> </li> <li>Shared Reading</li> </ol>	<ul style="list-style-type: none"> <li>Use question words when asking questions about key details</li> <li>Ask questions about key details</li> <li>Tell what "key" details are</li> <li>Use complete sentences when asking and answering questions</li> <li>Use graphophonic cues to decode</li> <li>Use semantics and syntax cues to read</li> <li>Use knowledge of letters, sounds, and vowels</li> <li>Read sight words</li> <li>Recognize rhyming words</li> <li>Count and pronouncing syllables</li> <li>Blend and segment one syllable words</li> </ul>	<p>key details</p> <p>question words</p> <p>complete verbs</p> <p>opposite</p>



		<ol style="list-style-type: none"> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to text</li> <li>8. Foundational Skills <ul style="list-style-type: none"> <li>• Continue study of letters, sounds, vowels</li> </ul> </li> <li>9. Word Study- Orton Gillingham <ul style="list-style-type: none"> <li>• Introduce new sight words for the week</li> <li>• Rhyming: recognizing rhyming words</li> <li>• Counting and pronouncing syllables</li> <li>• Using one-syllable words, blend and segment onset and rimes</li> <li>• Blend CVC words by saying each phoneme (sound)</li> </ul> </li> <li>10. Vocabulary- Amazing Words, Red Words <ul style="list-style-type: none"> <li>• Revisit verbs</li> <li>• Discuss verbs and their opposites (e.g. “ran/walk” and “sit/stand”)</li> </ul> </li> <li>11. Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>• Blend CVC words by saying each phoneme</li> <li>• Tell verbs and their opposites</li> </ul>	
<p><i>During Weeks 3 &amp; 4 &amp; 5</i></p> <p><i>Main Topic, Key Details, and Connections</i></p>	<p><b><u>Penguins</u> by Gail Gibbons</b></p> <p><b><u>A Glove of Their Own</u> by Lisa Funari-Willever</b></p> <p><b><u>Let’s Go to A Baseball Game</u> by Mary Hill</b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction <ul style="list-style-type: none"> <li>• Model how to use the title to tell main topic</li> <li>• Model how to peruse an informational text to help think about the main topic of book</li> <li>• Model how to read a section/page and tell the main topic</li> <li>• Model how to reread a section/page</li> <li>• Model how to “stop and think” about the main topic in the middle of reading</li> <li>• Model how to read section/page in an informational book and tell the key details learned</li> <li>• Model what is a “key” detail vs. “fun fact”</li> <li>• Model that a key detail tells more about the main topic</li> <li>• Model how to look at illustrations/ photographs in informational texts</li> <li>• Model how to look for connections between illustrations/photographs and text</li> <li>• Model how to use graphophonic cues (taught in Word Study) to decode</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Use titles to tell the main topic of book</li> <li>• Preview an informational book to think about the main topic</li> <li>• Read a section/page and tell the main topic of that section/page</li> <li>• Reread a section/page</li> <li>• “Stop and think” about the main topic while reading</li> <li>• Read section/page and tell the key details</li> <li>• Explain that key details tell more about the main topic</li> <li>• Look at illustrations/photographs in informational texts</li> <li>• Look for and tell about the connections between the illustrations/photographs and the text</li> <li>• Explain how</li> </ul>	<p>main topic section</p> <p>“stop and think”</p>

		<ul style="list-style-type: none"> <li>Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <ol style="list-style-type: none"> <li>Shared Reading</li> <li>Guided Reading</li> <li>Independent Reading</li> <li>Confer with students</li> <li>Response to text</li> <li>Foundational Skills <ul style="list-style-type: none"> <li>Continue study of letters, sounds, vowels</li> </ul> </li> <li>Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>Introduce new sight words for the week</li> <li>Rhyming: recognizing rhyming words</li> <li>Counting and pronouncing syllables</li> <li>Using one-syllable words, blend and segment onset and rimes</li> <li>Blend CVC words by saying each phoneme (sound)</li> </ul> </li> <li>Vocabulary <ul style="list-style-type: none"> <li>Continue study of verbs and their opposites</li> </ul> </li> <li>Closure/ Share/ Reflection</li> </ol>	<p>illustrations/photographs help tell more</p> <ul style="list-style-type: none"> <li>Use complete sentences when asking and answering questions</li> <li>Use graphophonic cues to decode</li> <li>Use semantics and syntax cues to read</li> <li>Use knowledge of letters, sounds, and vowels</li> <li>Read sight words</li> <li>Recognize rhyming words</li> <li>Count and pronouncing syllables</li> <li>Blend and segment one syllable words</li> <li>Blend CVC words by saying each phoneme</li> <li>Tell verbs and their opposites</li> </ul>	
<p><i>During Weeks 5 &amp; 6</i></p> <p><i>Identifying Author's Points and Reasons</i></p>	<p><b><u>Groundhog Day</u> by Gail Gibbons</b></p> <p><b><u>Gretchen the Groundhog, It's Your Day!</u></b> By Abby Levine</p> <p>Gail Gibbons texts for non-fiction</p> <p>Biographies for children- Harriet Tubman George Washington Carver,</p>	<ol style="list-style-type: none"> <li>Read aloud</li> <li>Direct Instruction <ul style="list-style-type: none"> <li>Model how to identify points (pieces of information an author gives) in an informational text</li> <li>Model how to identify the reasons an author gives to support his/her points</li> <li>Continue asking and answering questions about the main topic and key details in sections of text</li> <li>Model how to ask for clarification when something is not understood <ul style="list-style-type: none"> <li>Can you tell more?</li> <li>Can you say that again?</li> <li>What do you mean?</li> </ul> </li> <li>Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> </li> <li>Shared Reading</li> <li>Guided Reading</li> <li>Independent Reading</li> </ol>	<ul style="list-style-type: none"> <li>Identify information an author gives</li> <li>Identify points an author gives</li> <li>Identify the reasons an author gives to support his/her points</li> <li>Ask and answer questions about the main topic and key details in texts</li> <li>Ask for clarification when they don't understand something</li> <li>Use complete sentences when asking and answering questions</li> <li>Use graphophonic cues to decode</li> <li>Use semantic and syntax cues to read</li> <li>Use knowledge of letters, sounds, and vowels</li> <li>Read sight words</li> <li>Recognize rhyming words</li> </ul>	<p>points reasons support clarify</p>

	Abraham Lincoln, George Washington Helen Keller	6. Confer with students 7. Response to text 8. Foundational Skills <ul style="list-style-type: none"> <li>• Continue study of letters, sounds, vowels</li> </ul> 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>• Introduce new sight words for the week</li> <li>• Rhyming: recognizing rhyming words</li> <li>• Counting and pronouncing syllables</li> <li>• Using one-syllable words, blend and segment onset and rimes</li> <li>• Blend CVC words by saying each phoneme (sound)</li> </ul> 10. Vocabulary-Amazing Words, Red Words <ul style="list-style-type: none"> <li>• Continue study of verbs and their opposites</li> </ul> 11. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• How is reading informational text different from fiction?</li> </ul>	<ul style="list-style-type: none"> <li>• Count and pronouncing syllables</li> <li>• Blend and segment one syllable words</li> <li>• Blend CVC words by saying each phoneme</li> <li>• Tell verbs and their opposites</li> </ul>	
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**DIFFERENTIATION**

Tier Intervention following I&RS framework  
 Respectful tasks based on readiness, interest, learning profiles  
 flexible grouping  
 Ongoing assessments

**RESOURCES**

The Amistad Commission’s Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>  
 Main *topic* vs. main *idea*: <http://www.differencebetween.net/miscellaneous/difference-between-main-idea-and-the-topic/>  
 National Geographic Young Explorers Magazine ONLINE (free!) – 37 non-fiction magazines for kids. Audio available and will read the words to the kids: <http://ngexplorer.cengage.com/ngyoungexplorer/index.html>  
<http://www.njamistadcurriculum.net/>

**ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. <b>Civic Literacy</b> 4. Health Literacy 5. Environmental Literacy	1. Creativity & Innovation 2. <b>Critical Thinking &amp; Problem Solving</b> 3. <b>Communication &amp; Collaboration</b> 4. Media Literacy 5. <b>Information Literacy</b> 6. <b>Information, Communication &amp; Technology</b> 7. Life & Career Skills

**Technology Infusion:**

National Geographic Young Explorers Magazine ONLINE: <http://ngexplorer.cengage.com/ngyoungexplorer/index.html>, Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts – Writing	<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	2	<b>Unit Title:</b>	An Introduction to Informational Writing and Building Foundations
		<b>Pacing:</b>	5-6 weeks

### ESSENTIAL QUESTION

- How can I write to teach others?

### TARGET STANDARDS

ELA NJSL	I Can...
RF.K.1c	[Know] that words are separated by spaces in print
L.K.1a	Print uppercase and lowercase letters
L.K.1c	Say words that tell more than one (plurals)
L.K.2b	Name punctuation marks
W.K.2	Use pictures and words to tell about a topic

### INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
During Week 1  Topics and Asking Questions	<b><u>In A Nutshell</u></b> by Joseph Anthony  <u>The Gift Of a Tree</u>  <u>Bats</u> By Gail Gibbons  <u>The Little Brown Bat</u>  <u>A Tree for All Seasons</u> by J. Esbaum  <u>Leaf Kumpers</u> by C. Gerber	1. Read Aloud 2. Direct Instruction ( <i>mini-lessons</i> ) <ul style="list-style-type: none"> <li>• Model how to find the main topic</li> <li>• Model how to generate writing topics</li> <li>• Begin to model how to ask questions and write questions about the topic</li> </ul> 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language-Orton Gillingham <ul style="list-style-type: none"> <li>• Model printing upper and lowercase letters</li> <li>• Model using and writing plural words</li> <li>• Model identify punctuation marks when reading and writing</li> </ul> 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• Reflection: How can I find ideas to write about?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify topics for writing</li> <li>• Ask and write questions about your topic</li> <li>• Print upper and lowercase letters</li> <li>• Use and write plural words</li> <li>• Use punctuation marks when writing</li> </ul>	main topic questions plural uppercase lowercase punctuation
During Week 2	<b><u>What Is Science</u></b> by	1. Read Aloud 2. Direct Instruction ( <i>mini-lessons</i> )	<ul style="list-style-type: none"> <li>• Identify parts of informational books</li> </ul>	

<p><i>and 3</i></p> <p><i>Thinking Like a Scientist: Asking questions about topics/ Finding Key Details</i></p>	<p><b>Rebecca Dotlich</b></p> <p><u>What is a Scientist</u> by Barbara Lenn</p>	<ul style="list-style-type: none"> <li>• Continue to model how to write questions about the topic</li> <li>• Begin to model how to turn the answers to questions into the key details</li> <li>• Review the layout of informational books <ul style="list-style-type: none"> <li>○ Front cover</li> <li>○ Back cover</li> <li>○ Title page</li> </ul> </li> <li>• Explain how to use informational books to learn information <ul style="list-style-type: none"> <li>○ Read text</li> <li>○ Look at illustrations and/or photographs about the text</li> </ul> </li> <li>• Author's purpose for writing (to inform)</li> </ul> <p>3. Shared Writing/ Interactive Writing</p> <p>4. Independent Writing</p> <p>5. Confer with students</p> <p>6. Conventions, grammar, language-Orton Gillingham</p> <ul style="list-style-type: none"> <li>• Model printing upper and lowercase letters</li> <li>• Model using and writing plural words</li> <li>• Model identify punctuation marks when reading and writing</li> </ul> <p>7. Foundational Skills-</p> <p>8. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> <li>• How can asking questions help us when we are writing?</li> </ul>	<ul style="list-style-type: none"> <li>○ Read text to learn information</li> <li>○ Look at pictures about the text to learn information</li> </ul> <ul style="list-style-type: none"> <li>• Determine the author's purpose for writing</li> <li>• Print upper and lowercase letters</li> <li>• Use and write plural words</li> <li>• Use punctuation marks when writing</li> </ul>	<p>author's purpose</p>
<p><i>During Week 4</i></p> <p><i>Key details/ Matching Pictures to Text</i></p>	<p><b>Zoo By Gail Gibbons</b></p> <p>Any non-fiction books by Gail Gibbons</p>	<p>1. Read Aloud</p> <p>2. Direct Instruction (mini-lessons)</p> <ul style="list-style-type: none"> <li>• Continue to model how to turn answers to questions into key details</li> <li>• Continue to explain how to use informational books to learn information <ul style="list-style-type: none"> <li>○ Read text</li> <li>○ Look at illustrations and/or photographs about the text</li> </ul> </li> <li>• Role of photographs/illustrations</li> <li>• Show difference between photographs/illustrations</li> <li>• Demonstrate how to place photographs and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Turn answers to questions into key details</li> <li>• Use informational books to learn information</li> <li>• Explain the role of photographs and illustrations</li> <li>• Explain difference between photographs and illustrations</li> <li>• Mark places where photographs and/or illustrations will be placed texts</li> <li>• Begin to draw illustrations and/or place photographs in writing piece</li> </ul>	<p>matching difference illustrations photographs</p>

		<p>illustrations in texts</p> <ul style="list-style-type: none"> <li>• Model how to match illustrations to text</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Reading/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with Students</li> <li>6. Convention, grammar, language-Orton Gillingham <ul style="list-style-type: none"> <li>• Model printing upper and lowercase letters</li> <li>• Model using and writing plural words</li> <li>• Model identify punctuation marks when reading and writing</li> </ul> </li> <li>7. Foundational Skills</li> <li>8. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• Reflection: Why is it important that the illustrations/photographs match the text?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Check to make sure that illustrations match text</li> <li>• Print upper and lowercase letters</li> <li>• Use and write plural words</li> <li>• Use punctuation marks when writing</li> </ul>	
<p><i>During Weeks 5 and 6</i></p> <p><i>Editing/ Revising, and Publishing</i></p>	<p><b>Push and Pull</b> by Patricia Murphy</p> <p><u>Everybody Needs a Rock</u> by Byrd Baylor</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction <ul style="list-style-type: none"> <li>• Continue to explain the differences between photographs and illustrations</li> <li>• Model how to make sure pictures match with text</li> <li>• Model how to edit/revise</li> <li>• Model how to publish</li> <li>• Model how to share information</li> </ul> </li> <li>3. Shared Reading/Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with students</li> <li>6. Convention, grammar, language-Orton Gillingham <ul style="list-style-type: none"> <li>• Model printing upper and lowercase letters</li> <li>• Model using and writing plural words</li> <li>• Model identifying punctuation marks when reading and writing</li> </ul> </li> <li>7. Foundational Skills</li> <li>8. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• Reflection: What is one of the reasons that an author writes for others?</li> <li>• How can we share our information with others?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Continue to discuss difference between photographs and illustrations</li> <li>• Continue to place photographs and/or illustrations in texts</li> <li>• Check to make sure illustrations match text</li> <li>• Publish informational writing piece</li> <li>• Share writing with peers</li> </ul>	<p>publish revise edit</p>

**DIFFERENTIATION**

Tier Intervention following I&RS framework  
Respectful tasks based on readiness, interest, learning profiles  
flexible grouping  
Ongoing assessments

**RESOURCES**

**ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply**

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. **Environmental Literacy**

**21<sup>st</sup> Century Skills: Bold all that apply**

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology
7. Life & Career Skills

**Technology Infusion:**

PearsonReading.com, Learn 360, studyisland.com, Razkids.com for leveled reading practice, iPad Applications, smartexchange.com, Google Classroom, Seesaw Journal

# Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts- Reading	<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	3	<b>Unit Title:</b>	Readers Making Connections to Text
		<b>Pacing:</b>	5 weeks

## ESSENTIAL QUESTION

- How can I demonstrate my understanding of books I read?

## TARGET STANDARDS

ELA NJSLs	I Can...
RL.K.2	Retell a story
RL.K.4	Ask and answer questions about words I do not know in a story
RL.K.9	Compare characters and events from different stories
RF.K.2a	Name words that rhyme
RF.K.2b	Count and say syllables in words
RF.K.2d	Read CVC words and say each sound of a word
RF.K.2e	Change sounds in words to make new words
RF.K.3c	Read sight words
RF.K.3d	Tell how two words that sound alike are different
L.K.4	[Know] the meanings of unknown and multiple meaning words and phrases
L.K.4a	Learn new meanings for words I know
L.K.5b	Use and understand verbs and adjectives by knowing their opposites

## INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Stronger Retelling</i></p>	<p><b>Playing Right Field by Willy Welch and Marc Simont</b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction                             <ul style="list-style-type: none"> <li>Model how to preview a story before reading, connecting across the pages during a preview</li> <li>Model how to retell by telling the events of the story in order</li> <li>Model how to use characters' names and tell details during the retell</li> <li>Model how to notice repeating words or phrases in books</li> <li>Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>Model how to use semantics (context) and</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Preview a story</li> <li>Retell the events of a story in order</li> <li>Use characters' names and tell details in a retelling</li> <li>Notice repeating words or phrases in books</li> <li>Use graphophonic cues to decode</li> <li>Use semantics and syntax cues to read</li> <li>Read sight words</li> <li>Produce rhyming words</li> <li>Blend syllables</li> <li>Blend CVC words and say each phoneme</li> <li>Using CVC words, make new words by replacing a phoneme</li> </ul>	<p>sequence connect</p>



		<p>syntax (grammar) to read for meaning</p> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Guided Reading <ul style="list-style-type: none"> <li>• Using reading assessments (DRA, running records, reading conferences, sight word assessment) form/reorganize reading groups</li> </ul> </li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to text</li> <li>8. Foundational Skills</li> <li>9. Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>• Introduce new sight words for the week</li> <li>• Rhyming: focus on producing rhyming words (word families – e.g. “ate, fate, rate, late, plate, etc.)</li> <li>• Blending syllables</li> <li>• Blend CVC words by saying each phoneme (sound)</li> <li>• Using CVC words, make new words by replacing a phoneme (sound) (e.g. change “wig” to “pig”)</li> </ul> </li> <li>10. Vocabulary-Amazing words, Red Words <ul style="list-style-type: none"> <li>• Learn new meanings for familiar words (e.g. “duck” as a noun and “duck” as a verb)</li> </ul> </li> <li>11. Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>• Know different meanings of familiar words</li> </ul>	
<p><i>During Weeks 2 &amp; 3</i></p> <p><i>Importance of Rereading and Connecting to Stories</i></p>	<p><b><u>The Night Before First Grade</u></b> <b>by Natasha Wing</b></p> <p>Favorite read alouds previous read</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction <ul style="list-style-type: none"> <li>• Model how to read in meaningful phrases</li> <li>• Model how to reread for phrasing</li> <li>• Model how to read with expression</li> <li>• Model how to reread after figuring out unknown words</li> <li>• Model how to choose an event/action in the story that is a: <ul style="list-style-type: none"> <li>○ Favorite part</li> <li>○ Interesting part</li> <li>○ Tells the author’s message</li> </ul> </li> <li>• Continue to reinforce elements of a good</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Read in meaningful phrases</li> <li>• Reread for phrasing</li> <li>• Read with expression</li> <li>• Choose an event/action in a story</li> <li>• Identify a favorite part</li> <li>• Identify an interesting part</li> <li>• Retell a story</li> <li>• Use graphophonic cues to decode</li> <li>• Use semantics and syntax cues to read</li> <li>• Read sight words</li> <li>• Produce rhyming words</li> <li>• Blend syllables</li> <li>• Blend CVC words and say each phoneme</li> </ul>	<p>reread phrases expression event action favorite interesting message adjectives</p>

		<ul style="list-style-type: none"> <li>retelling</li> <li>• Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>• Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to text <ul style="list-style-type: none"> <li>• Make connections to books</li> </ul> </li> <li>8. Foundational Skills</li> <li>9. Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>• Introduce new sight words for the week</li> <li>• Rhyming: word families</li> <li>• Blending syllables</li> <li>• Blend CVC words by saying each phoneme</li> <li>• Using CVC words, make new words by replacing a phoneme</li> </ul> </li> <li>10. Vocabulary-Amazing Words, Red Words <ul style="list-style-type: none"> <li>• Learn new meanings for familiar words (e.g. “duck” as a noun and “duck” as a verb)</li> <li>• Discuss adjectives – what are adjectives? <ul style="list-style-type: none"> <li>○ Brainstorm list of adjectives</li> <li>○ Identify adjectives in read alouds</li> </ul> </li> </ul> </li> <li>11. Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>• Using CVC words, make new words by replacing a phoneme</li> <li>• Know different meanings of familiar words</li> <li>• Identify basic adjectives</li> </ul>	
<p><i>During Week 4</i></p> <p><i>Connections</i></p>	<p><b><u>Today I Feel Silly</u> by Jamie Lee Curtis</b></p> <p><b><u>A Bad Case of the Stripes</u> by David Shannon</b></p> <p><b><u>Crabby and Nabby</u> by Suzanne Tate</b></p> <p>Favorite read</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction <ul style="list-style-type: none"> <li>• Model how to identify a favorite part and tell why</li> <li>• Model how to identify an interesting part and tell why</li> <li>• Model how to identify the author’s message in a book</li> <li>• Model how to choose a specific story event/ action and make a personal connection to it</li> <li>• Continue to reinforce elements of a good retelling</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Identify a favorite part and tell why</li> <li>• Identify an interesting part and tell why</li> <li>• Identify the author’s message</li> <li>• Choose a specific story event/action and make a personal connection to it</li> <li>• Retell a story</li> <li>• Use graphophonic cues to decode</li> <li>• Use semantics and syntax cues to read</li> <li>• Read sight words</li> <li>• Produce rhyming words</li> <li>• Blend syllables</li> <li>• Blend CVC words and say each phoneme</li> <li>• Using CVC words, make new words by</li> </ul>	<p>connection specific</p>

	alouds previous read	<ul style="list-style-type: none"> <li>Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <ol style="list-style-type: none"> <li>Shared Reading</li> <li>Guided Reading</li> <li>Independent Reading</li> <li>Confer with students</li> <li>Response to text</li> <li>Foundational Skills</li> <li>Word Study- Orton Gillingham <ul style="list-style-type: none"> <li>Introduce new sight words for the week</li> <li>Rhyming: word families</li> <li>Blending syllables</li> <li>Blend CVC words by saying each phoneme</li> <li>Using CVC words, make new words by replacing a phoneme</li> </ul> </li> <li>Vocabulary-Amazing Words, Red Words <ul style="list-style-type: none"> <li>Learn new meanings for familiar words (e.g. "duck" as a noun and "duck" as a verb)</li> <li>Continue study of adjectives</li> </ul> </li> <li>Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>replacing a phoneme</li> <li>Know different meanings of familiar words</li> <li>Identify basic adjectives</li> </ul>	
<p><i>During Week 5</i></p> <p><i>Comparing Characters and Events</i></p>	<p><u>Frog and Toad</u> books</p> <p><u>The Recess Queen</u> by Alexis O'Neill</p> <p><u>The True Story Of the Big Bad Wolf</u></p> <p><u>Three Little Wolves and the Big Bad Pig</u></p> <p><u>Stevie B. Seahorse</u> by Suzanne Tate</p>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction <ul style="list-style-type: none"> <li>Using familiar stories, compare how characters are alike and different</li> <li>Using familiar stories, compare how characters' adventures/experiences are alike and different</li> <li>Model how to make connections between books</li> <li>Model how to use graphophonic cues (taught in Word Study) to decode</li> <li>Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> </li> <li>Shared Reading</li> <li>Guided Reading</li> <li>Independent Reading</li> <li>Confer with students</li> </ol>	<ul style="list-style-type: none"> <li>Tell how characters are alike</li> <li>Tell how characters are different</li> <li>Tell how characters' adventures/experiences are alike and different</li> <li>Make connections between books</li> <li>Use graphophonic cues to decode</li> <li>Use semantics and syntax cues to read</li> <li>Read sight words</li> <li>Produce rhyming words</li> <li>Blend syllables</li> <li>Blend CVC words and say each phoneme</li> <li>Using CVC words, make new words by replacing a phoneme</li> <li>Know different meanings of familiar words</li> <li>Identify adjectives</li> </ul>	compare alike different

	(characters overlap)	7. Response to text 8. Foundational Skills 9. Word Study- Orton Gillingham <ul style="list-style-type: none"> <li>• Introduce new sight words for the week</li> <li>• Rhyming: word families</li> <li>• Blending syllables</li> <li>• Blend CVC words by saying each phoneme</li> <li>• Using CVC words, make new words by replacing a phoneme</li> </ul> 10. Vocabulary-Amazing Words, Red Words <ul style="list-style-type: none"> <li>• Learn new meanings for familiar words (e.g. “duck” as a noun and “duck” as a verb)</li> <li>• Continue study of adjectives</li> </ul> 11. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• How has my thinking about books changed?</li> <li>• How are words similar?</li> </ul>		
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**DIFFERENTIATION**

Tier Intervention following I&RS framework flexible grouping	Respectful tasks based on readiness, interest, learning profiles Ongoing assessments
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**RESOURCES**

The Amistad Commission’s Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>  
<http://www.njamistadcurriculum.net/>

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. <b>Civic Literacy</b> 4. Health Literacy 5. Environmental Literacy	1. Creativity & Innovation 2. <b>Critical Thinking &amp; Problem Solving</b> 3. <b>Communication &amp; Collaboration</b> 4. Media Literacy 5. <b>Information Literacy</b> 6. Information, Communication & Technology 7. Life & Career Skills

**Technology Infusion:**

PearsonReading.com, Learn 360, studyisland.com, Razkids.com for leveled reading practice, iPad Applications, smartexchange.com, Google Classroom, Seesaw Journal

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts – Writing		<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	3	<b>Unit Title:</b>	Opinion Writing	<b>Pacing:</b> 4-5 weeks
<b>ESSENTIAL QUESTION</b>				
<ul style="list-style-type: none"> <li>How can I express my opinion?</li> </ul>				
<b>TARGET STANDARDS</b>				
<b>ELA NJSLS</b>	<b>I Can...</b>			
L.K.2a	Capitalize the first word in a sentence and the pronoun I			
W.K.1	Use pictures and words to tell what I think about a topic or a book			
W.K.5	Answer questions about what I write			
<b>INSTRUCTIONAL PROGRESSION</b>				
Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i>  <i>Forming Opinions</i>	<b><u>I Want a New Room</u> by Karen Kaufman Orloff</b>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction (<i>mini-lessons</i>)                             <ul style="list-style-type: none"> <li>What is an opinion?</li> <li>Fact vs. opinion</li> <li>Discuss how one can agree or disagree with someone's opinion</li> <li>Model choosing topic for opinion writing</li> <li>Model writing opinion on favorite book (past read aloud students are familiar with)</li> </ul> </li> <li>Shared Writing/ Interactive Writing</li> <li>Independent Writing</li> <li>Confer with Students</li> <li>Convention, grammar, language- Orton Gillingham                             <ul style="list-style-type: none"> <li>Model capitalizing first word in sentences</li> <li>Model capitalizing the pronoun I</li> </ul> </li> <li>Foundational Skills</li> <li>Closure / Share / Reflection</li> </ol>	<ul style="list-style-type: none"> <li>Explain opinion to partner</li> <li>Share opinion with partner</li> <li>Agree or disagree with partner opinion and state why</li> <li>Identify opinion words used in teacher model</li> <li>Agree or disagree with teacher model and state why</li> </ul>	opinion fact agree disagree
<i>During Week 2</i>  <i>Using words to express opinion</i>	<b><u>I Want Iguana</u> by Karen Kaufman Orloff</b>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction (<i>mini-lessons</i>)                             <ul style="list-style-type: none"> <li>Discuss vocabulary for expressing an opinion                                     <ul style="list-style-type: none"> <li>I think</li> <li>I feel</li> <li>I like.... / I don't like....</li> </ul> </li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Practice using vocabulary for expressing opinion with partner</li> <li>Select topic for opinion writing</li> <li>Use vocabulary modeled in mini-lessons to begin opinion piece</li> </ul>	express think feel like don't like favorite

		<ul style="list-style-type: none"> <li>○ My favorite part</li> <li>○ My favorite thing</li> <li>○ This was interesting</li> <li>○ This was sad</li> <li>○ This book is so...</li> <li>● Model several opinion pieces using varying vocabulary</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with Students</li> <li>6. Convention, grammar, language- Orton Gillingham <ul style="list-style-type: none"> <li>● Model capitalizing first word in sentences</li> <li>● Model capitalizing the pronoun I</li> </ul> </li> <li>7. Foundational Skills</li> <li>8. Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>● Capitalize and use pronoun I correctly</li> <li>● Capitalize first word in sentence</li> </ul>	interesting
<p><i>During Week 3</i></p> <p><i>Adding details to support opinion</i></p>	<p><b><u>Don't Let the Pigeons Drive the Bus by Mo Willems</u></b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>● Discuss vocabulary for supporting an opinion <ul style="list-style-type: none"> <li>○ Because...</li> <li>○ When ...</li> <li>○ The reason...</li> <li>○ One reason ...</li> </ul> </li> <li>● Model adding details to support opinion (at least one reason)</li> <li>● Using descriptive words</li> </ul> </li> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with Students</li> <li>6. Convention, grammar, language-Orton Gillingham <ul style="list-style-type: none"> <li>● Model capitalizing first word in sentences</li> <li>● Model capitalizing the pronoun I</li> </ul> </li> <li>7. Foundational Skills</li> <li>8. Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>● Practice using vocabulary for supporting opinion with partner</li> <li>● Use vocabulary modeled in mini-lessons to support opinion</li> <li>● Provides at least two reasons</li> <li>● Capitalize and use pronoun I correctly</li> <li>● Capitalize first word in sentence</li> </ul>	support because when reason descriptive
<p><i>During Week 4</i></p> <p><i>Concluding my opinion</i></p>	<p><b><u>Shark vs. Train by Christ Barton</u></b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>● Discuss vocabulary for concluding an opinion <ul style="list-style-type: none"> <li>○ I think...</li> </ul> </li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>● Practice using vocabulary for concluding opinion with partner</li> <li>● Use vocabulary modeled in mini-lessons to conclude opinion</li> </ul>	conclude suggest recommend

		<ul style="list-style-type: none"> <li>○ I suggest...</li> <li>○ I feel...</li> <li>○ I would recommend...</li> <li>○ Model adding concluding statement</li> <li>○ Identify and create a class shared writing project (opinion about a single topic: e.g. "Our Class Book about Food We Love")</li> <li>○ Shared Writing/ Interactive Writing</li> <li>○ Independent Writing</li> <li>○ Confer with Students</li> <li>○ Convention, grammar, language <ul style="list-style-type: none"> <li>• Model capitalizing first word in sentences</li> <li>• Model capitalizing the pronoun I</li> </ul> </li> <li>○ Foundational Skills</li> <li>○ Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• What is an opinion?</li> <li>• How can I support my opinions?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Add title page and illustrations</li> <li>• Capitalize and use pronoun I correctly</li> <li>• Capitalize first word in sentence</li> <li>• Participate in class shared writing</li> <li>• Share final opinion piece with partner</li> </ul>	
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**DIFFERENTIATION**

Tier Intervention following I&RS framework                      Respectful tasks based on readiness, interest, learning profiles  
flexible grouping                      Ongoing assessments

**RESOURCES**

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**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
<ol style="list-style-type: none"> <li>1. Global Awareness</li> <li>2. Financial, Economic, Business and Entrepreneurial Literacy</li> <li><b>3. Civic Literacy</b></li> <li>4. Health Literacy</li> <li>5. Environmental Literacy</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Creativity &amp; Innovation</b></li> <li><b>2. Critical Thinking &amp; Problem Solving</b></li> <li>3. Communication &amp; Collaboration</li> <li>4. Media Literacy</li> <li>5. Information Literacy</li> <li>6. Information, Communication &amp; Technology</li> <li>7. Life &amp; Career Skills</li> </ol>

**Technology Infusion:**

PearsonReading.com, Learn 360, studyisland.com, Razkids.com for leveled reading practice, iPad Applications, smartexchange.com, Google Classroom, Seesaw Journal

# Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts- Reading	<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	3	<b>Unit Title:</b>	Similarities and Differences In Texts
		<b>Pacing:</b>	5 weeks

## ESSENTIAL QUESTION

- How are books similar?
- How are books different?

## TARGET STANDARDS

ELA NJSLS	I Can...
RI.K.3	Tell how two people, places, or things are connected in a story (informational text)
RI.K.4	Ask and answer questions about words I do not know in a story (informational text)
RI.K.9	Compare two stories (two texts on same topic)
RF.K.2a	Name words that rhyme
RF.K.2b	Count and say syllables in words
RF.K.2d	Read CVC words and say each sound of a word
RF.K.2e	Change sounds in words to make new words
RF.K.3c	Read sight words
RF.K.3d	Tell how words that sound alike are different
L.K.4b	Use prefixes and suffixes to find the meaning of an unknown word
L.K.5b	Use and understand verbs and adjectives by knowing their opposites

## INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Suggested Evidence of Learning	Vocabulary
<p><i>During Weeks 1 &amp; 2</i></p> <p><i>Connecting Informational Texts</i></p>	<p>Biographies for children – Harriet Tubman, George Washington Carver, Abraham Lincoln, George Washington, Helen Keller</p> <p><u>Sharks</u> by Gail</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction                             <ul style="list-style-type: none"> <li>Model how to take two informational texts and describe the connection between two individuals</li> <li>Model how to take two informational texts and describe the connection between two events</li> <li>Model how to take two informational texts and describe the connection between two ideas</li> <li>Model how to take two informational texts and describe the connection between two pieces of information</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Describe the connection between two informational texts</li> <li>Make connections between two informational texts</li> <li>Connect individuals, events, or ideas between two informational texts</li> <li>Use graphophonic cues to decode</li> <li>Use semantics and syntax cues to read</li> <li>Read sight words</li> <li>Produce rhyming words</li> <li>Blend syllables</li> <li>Blend CVC words and say each phoneme</li> <li>Using CVC words, make new words by replacing a phoneme</li> </ul>	<p>similar</p> <p>same</p> <p>adjectives</p> <p>opposite</p>



	<p>Gibbons</p> <p><u>Amazing Sharks</u> by Sarah L. Thomson</p>	<ul style="list-style-type: none"> <li>• Model how to use graphophonic cues (taught in Word Study) to decode <ul style="list-style-type: none"> <li>○ Begin study on how to use inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word</li> </ul> </li> <li>• Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to text</li> <li>8. Foundational Skills</li> <li>9. Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>• Begin to use prefixes and suffixes to figure out the meaning of an unknown word</li> <li>• Introduce new sight words for the week</li> <li>• Rhyming: word families</li> <li>• Segmenting syllables</li> <li>• Blend CVC words by saying each phoneme</li> <li>• Using CVC words, make new words by replacing a phoneme</li> </ul> </li> <li>10. Vocabulary-Amazing Words, Red Words <ul style="list-style-type: none"> <li>• Revisit adjectives</li> <li>• Discuss adjectives and their opposites (e.g. “tall/short” and “clean/dirty”)</li> </ul> </li> <li>11. Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>• Begin to use prefixes and suffixes to understand meanings of unknown words</li> <li>• Use adjectives and their opposites</li> </ul>	
<p><i>During Weeks 3 &amp; 4</i></p> <p><i>Comparing Informational and Fictional Texts on the Same Topic</i></p>	<p><b><u>That Rabbit Belongs to Emily Brown</u></b> by Cressida Cowell</p> <p><u>Knuffle Bunny</u> by Mo Williams</p> <p><u>Hibernation</u> By Margaret</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction <ul style="list-style-type: none"> <li>• Model how to identify basic similarities between two texts on the same topic <ul style="list-style-type: none"> <li>○ Illustrations</li> <li>○ Descriptions</li> <li>○ Procedures</li> </ul> </li> <li>• Model how to identify basic differences between two texts on the same topic <ul style="list-style-type: none"> <li>○ Illustrations</li> <li>○ Descriptions</li> </ul> </li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Connect individuals, events, or ideas between two informational texts</li> <li>• Identify basic similarities between two texts on the same topic</li> <li>• Identify basic differences between two texts on the same topic</li> <li>• Make connections between two texts</li> <li>• Use graphophonic cues to decode</li> <li>• Use semantics and syntax cues to read</li> <li>• Read sight words</li> <li>• Produce rhyming words</li> </ul>	<p>differences</p>

	<p>Hall</p> <p><b><u>Afrotina and the Three Bears</u></b> by Fred Crump Jr.</p> <p><b><u>Goldilocks and the Three Bears</u></b></p> <p><b><u>Somebody and the Three Blairs</u></b> by Marilyn Tolhurst</p>	<ul style="list-style-type: none"> <li>○ Procedures</li> <li>● Model how to make other kinds of connections between two texts</li> <li>● Model how to use graphophonic cues (taught in Word Study) to decode <ul style="list-style-type: none"> <li>○ Begin study on how to use inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word</li> </ul> </li> <li>● Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to text</li> <li>8. Foundational Skills</li> <li>9. Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>● Continue to use prefixes and suffixes to figure out the meaning of an unknown word</li> <li>● Introduce new sight words for the week</li> <li>● Rhyming: word families</li> <li>● Segmenting syllables</li> <li>● Blend CVC words by saying each phoneme</li> <li>● Using CVC words, make new words by replacing a phoneme</li> </ul> </li> <li>10. Vocabulary-Amazing words, Red Words <ul style="list-style-type: none"> <li>● Continue study of adjectives and their opposites</li> </ul> </li> <li>11. Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>● Blend syllables</li> <li>● Blend CVC words and say each phoneme</li> <li>● Using CVC words, make new words by replacing a phoneme</li> <li>● Begin to use prefixes and suffixes to understand meanings of unknown words</li> <li>● Use adjectives and their opposites</li> </ul>	
<p><i>During Week 5</i></p> <p><i>Review Strategies of Good Readers</i></p>	<p><b><u>Seahorse the Shyest Fish in the Sea</u></b> by Chris Butterworth</p> <p><b><u>Stevie B. Seahorse</u></b> by Suzanne Tate</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction <ul style="list-style-type: none"> <li>● Review reading strategies - Model how to: <ul style="list-style-type: none"> <li>○ Read with expression</li> <li>○ Read smoothly</li> <li>○ Stop at periods, pause at commas</li> <li>○ Stop and think while reading</li> <li>○ Talk about books</li> <li>○ Retell</li> <li>○ Make connections</li> </ul> </li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>● Use effective reading strategies</li> <li>● Connect individuals, events, or ideas between two informational texts</li> <li>● Use graphophonic cues to decode</li> <li>● Use semantics and syntax cues to read</li> <li>● Read sight words</li> <li>● Produce rhyming words</li> <li>● Blend syllables</li> <li>● Blend CVC words and say each phoneme</li> </ul>	<p>effective strategies reflections goals</p>

	<p><b><u>Crabby and Nabby</u> by Suzanne Tate</b></p> <p><u>Crabs</u> by Jody Sullivan</p>	<ul style="list-style-type: none"> <li>• Model how to use graphophonic cues (taught in Word Study) to decode <ul style="list-style-type: none"> <li>○ Begin study on how to use inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word</li> </ul> </li> <li>• Model how to use semantics (context) and syntax (grammar) to read for meaning</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Guided Reading</li> <li>5. Independent Reading</li> <li>6. Confer with students</li> <li>7. Response to text</li> <li>8. Foundational Skills</li> <li>9. Word Study-Orton Gillingham <ul style="list-style-type: none"> <li>• Continue to use prefixes and suffixes to figure out the meaning of an unknown word</li> <li>Introduce new sight words for the week</li> <li>• Rhyming: word families</li> <li>• Segmenting syllables</li> <li>• Blend CVC words by saying each phoneme</li> <li>• Using CVC words, make new words by replacing a phoneme</li> </ul> </li> <li>10. Vocabulary-Amazing Words, Red Words <ul style="list-style-type: none"> <li>• Continue study of adjectives and their opposites</li> </ul> </li> <li>11. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• How have I grown as a reader?</li> <li>• How can I continue to grow as a reader?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Using CVC words, make new words by replacing a phoneme</li> <li>• Begin to use prefixes and suffixes to understand meanings of unknown words</li> <li>• Use adjectives and their opposites</li> <li>• Reflect back and set new reading goals</li> </ul>	
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**DIFFERENTIATION**

Tier Intervention following I&RS framework  
Respectful tasks based on readiness, interest, learning profiles  
flexible grouping  
Ongoing assessments

**RESOURCES**

The Amistad Commission's Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>  
<http://www.njamistadcurriculum.net/>

ALIGNMENT TO 21 <sup>st</sup> CENTURY SKILLS AND TECHNOLOGY	
21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply	21 <sup>st</sup> Century Skills: Bold all that apply
<ol style="list-style-type: none"> <li>1. <b>Global Awareness</b></li> <li>2. Financial, Economic, Business and Entrepreneurial Literacy</li> <li>3. <b>Civic Literacy</b></li> <li>4. Health Literacy</li> <li>5. Environmental Literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Creativity &amp; Innovation</li> <li>2. <b>Critical Thinking &amp; Problem Solving</b></li> <li>3. <b>Communication &amp; Collaboration</b></li> <li>4. Media Literacy</li> <li>5. <b>Information Literacy</b></li> <li>6. Information, Communication &amp; Technology</li> <li>7. Life &amp; Career Skills</li> </ol>
Technology Infusion:	
PearsonReading.com, Learn 360, studyisland.com, Razkids.com for leveled reading practice, iPad Applications, smartexchange.com, Google Classroom, Seesaw Journal	

# Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts – Writing	<b>Grade:</b>	Kindergarten
<b>Trimester:</b>	3	<b>Unit Title:</b>	Informational - Non-Fiction Writing
		<b>Pacing:</b>	5 weeks

## ESSENTIAL QUESTION

- How can I tell about a topic?

## TARGET STANDARDS

ELA NJSLs	I Can ...
L.K.2a	Capitalize the first word in a sentence and the pronoun I
W.K.2	Use pictures and words to tell about a topic
W.K.6	Use a computer to write and publish a story
W.K.7	Work with others to read and write about a topic
W.K.8	Use what I know or learn to answer questions

## INSTRUCTIONAL PROGRESSION

Weekly Plan	Read Aloud	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Choosing a Writing Topic/Planning for Writing</i></p>	<p><b><u>Penguins</u> by Gail Gibbons</b></p> <p><b><u>Who Works at the Zoo</u> by S. Russell</b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>)                             <ul style="list-style-type: none"> <li>• Continue building writing stamina</li> <li>• Discuss differences between characteristics of fiction and non-fiction</li> <li>• Thinking of different topics to write about</li> <li>• Model how to choose one nonfiction topic to write about</li> <li>• Model how to plan out writing (graphic organizer, across fingers, etc.)</li> <li>• Spell simple words phonetically drawing on knowledge of sound-letter relationships</li> <li>• Continue to develop word wall words and use in writing</li> </ul> </li> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with Students</li> <li>6. Convention, grammar, language-Orton Gillingham                             <ul style="list-style-type: none"> <li>• Model capitalizing first word in sentences</li> <li>• Model capitalizing the pronoun I</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Write daily on chosen topics (ongoing)</li> <li>• Determine difference between fiction and non-fiction text</li> <li>• Brainstorm topics to write about</li> <li>• Choose one non-fiction to write about</li> <li>• Plan out writing (graphic organizers, across fingers, etc.)</li> <li>• Spell simple words phonetically</li> <li>• Use sight words in your writing</li> <li>• Capitalize first word in sentences</li> <li>• Capitalize the pronoun I</li> <li>• Add /-s/ to nouns to create plural nouns</li> </ul>	<p>brainstorm</p> <p>label</p> <p>capitalize</p> <p>label</p> <p>pronoun</p> <p>noun</p> <p>plural</p>

		<ul style="list-style-type: none"> <li>Model adding /-s/ to nouns to create the plural form</li> </ul> <p>7. Foundational Skills</p> <p>8. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> <li>Reflection: How can I choose a writing topic? Why is it important to plan for writing? How can I plan for writing?</li> </ul>		
<p><i>During Week 2</i></p> <p><i>Using a Variety of Resources to Gather Information/ Using Text Features in Writing</i></p>	<p><b><u>Butterflies and Moths</u> by Kalman &amp; Everts</b></p>	<p>1. Read Aloud</p> <p>2. Direct Instruction (<i>mini-lessons</i>)</p> <ul style="list-style-type: none"> <li>Continue to discuss characteristics of nonfiction text</li> <li>Model how to choose one nonfiction topic to write about</li> <li>Model how to choose resources for research</li> <li>Model how to identify a variety of methods to gather information about a topic</li> <li>Model how to ask and answer questions about a topic</li> <li>Demonstrate how to use features of nonfiction text (arrows, labels, diagrams, drawings, close ups) in your own writing</li> <li>Continue spelling simple words phonetically drawing on knowledge of sound-letter relationships</li> <li>Continue to develop word wall words and use in writing</li> <li>Continue building writing stamina</li> </ul> <p>3. Shared Writing/ Interactive Writing</p> <p>4. Independent Writing</p> <p>5. Confer with Students</p> <p>6. Convention, grammar, language- Orton Gillingham</p> <ul style="list-style-type: none"> <li>Model capitalizing first word in sentences</li> <li>Model capitalizing the pronoun I</li> <li>Model adding /-s/ to nouns to create plural form</li> </ul> <p>7. Foundational Skills</p> <p>8. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> <li>Reflection: How can I use a variety of resources to gather information? How do text features help my readers' to understand my information?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss characteristics of non-fiction text</li> <li>Choose one nonfiction topic to write about</li> <li>Choose resources for research</li> <li>Identify and label sources of information</li> <li>Ask and answer questions about topic</li> <li>Use features of nonfiction text *arrows, labels, diagrams, drawings, close ups) in your writing</li> <li>Spell simple words phonetically</li> <li>Add /-s/ to nouns to create plural nouns</li> <li>Use sight words in writing</li> </ul>	<p>vocabulary</p> <p>diagrams</p> <p>drawings</p> <p>close ups</p> <p>arrows</p> <p>labels</p>

<p><i>During Week 3</i></p> <p><i>Noticing What Others Writers do in Their Writing/Participate in Group Research</i></p>	<p><b><u>A Picture Book of Martin L. King by Adler</u></b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Model how to participate in shared research to create shared project</li> <li>• Demonstrate how writers learn from other books to notice what other writers do in their writing</li> <li>• Model how to add more detail (another sentence) to support their writing</li> <li>• Continue to discuss characteristics of nonfiction text</li> <li>• Continue to model how to choose one nonfiction topic to write about</li> <li>• Continue to model how to identify a variety of methods to gather information about a topic</li> <li>• Continue to demonstrate how to use features of nonfiction text (arrows, label, diagrams, close ups) in your own writing</li> <li>• Continue spelling simple words phonetically drawing on knowledge of sound-letter relationships</li> <li>• Continue to develop word wall words and use in writing</li> <li>• Continue building writing stamina</li> </ul> </li> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with Students</li> <li>6. Convention, grammar, language-Orton Gillingham <ul style="list-style-type: none"> <li>• Model capitalizing first word in sentences</li> <li>• Model capitalizing the pronoun I</li> <li>• Adding /-s/ to create the plural noun forms</li> </ul> </li> <li>7. Foundational Skills</li> <li>8. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• Reflection: Why is it helpful to notice what other writers do in their writing? How can I work with others to read and write about a topic?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate participation in a group/partners research and write an informational piece</li> <li>• Notice what other writers do in their writing</li> <li>• Add more detail (another sentence) to support your writing</li> <li>• Discuss the characteristics of nonfiction text</li> <li>• Choose one nonfiction topic to write about</li> <li>• Identify and label sources of information</li> <li>• Use features of nonfiction text (arrows, labels, diagrams, drawings, close ups) in your writing</li> <li>• Spell simple words phonetically</li> <li>• Use sight words in writing</li> <li>• Add /-s/ to nouns to create plural nouns</li> </ul>	<p>noticing participate shared research</p>
<p><i>During Week 4</i></p> <p><i>Using Informational</i></p>	<p><b><u>My Five Senses by Aliki</u></b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Demonstrate how to use informational vocabulary</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Use informational vocabulary</li> <li>• Identify and label sources of information</li> <li>• Plan for writing (graphic</li> </ul>	<p>informational vocabulary</p>

<p><i>Vocabulary/ Researching/Writing Informational Books</i></p>		<ul style="list-style-type: none"> <li>• Continue to model how to identify a variety of methods to gather information about a topic</li> <li>• Continue to demonstrate how to plan for writing</li> <li>• Continue to demonstrate how to use features of nonfiction text (arrows, label, diagrams, close ups) in your own writing</li> <li>• Continue to model how to add more detail (another sentence) to support their writing</li> <li>• Continue spelling simple words phonetically drawing on knowledge of sound-letter relationships</li> <li>• Continue to develop word wall words and use in writing</li> <li>• Continue building writing stamina</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Writing/ Interactive Writing</li> <li>4. Independent Writing</li> <li>5. Confer with Students</li> <li>6. Convention, grammar, language-Orton Gillingham <ul style="list-style-type: none"> <li>• Model capitalizing first word in sentences</li> <li>• Model capitalizing the pronoun I</li> <li>• Model using /-s/ to nouns to create plural forms</li> <li>• Review revising and editing</li> </ul> </li> <li>7. Foundational Skills-Amazing Words, Red Words</li> <li>8. Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>• Reflection: How does using informational vocabulary make our writing better?</li> </ul> </li> </ol>	<p>organizers, etc.)</p> <ul style="list-style-type: none"> <li>• Use features of nonfiction text in writing (arrows, label diagrams, drawings, close ups) in your writing</li> <li>• Add more detail (another sentence) to support writing</li> <li>• Spell simple spelled words phonetically</li> <li>• Use sight words in writing</li> <li>• Add /-s/ to nouns to create plural nouns</li> <li>• Revise/Edit Book <ul style="list-style-type: none"> <li>○ Make sure sentences make sense</li> <li>○ Check punctuation and capitalization</li> </ul> </li> <li>• Complete informational book about topic</li> </ul>	
<p><i>During Week 5 Writing Informational Books</i></p>	<p><b><u>Push and Pull, by Pearson</u></b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> <li>• Continue to demonstrate how to use informational vocabulary</li> <li>• Continue to demonstrate how to use features of nonfiction text (arrows, label, diagrams, close ups) in your own writing</li> <li>• Continue to model how to add more detail (another sentence) to support their writing.</li> <li>• Spell simple words phonetically drawing on knowledge of sound-letter relationships</li> <li>• Continue to develop word wall words and use in writing</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Use informational vocabulary</li> <li>• Use features of nonfiction text in informational writing (arrows, label, diagram, drawings, close ups)</li> <li>• Add more detail (another sentence) to support writing as needed</li> <li>• Spell simple words phonetically</li> <li>• Use sight words in writing</li> <li>• Continue</li> <li>• Add /-s/ to nouns to create</li> </ul>	<p>publish</p>



		<ul style="list-style-type: none"> <li>Continue building stamina in writing</li> </ul> <ol style="list-style-type: none"> <li>Shared Writing/ Interactive Writing</li> <li>Independent Writing</li> <li>Confer with Students</li> <li>Convention, grammar, language- Orton Gillingham <ul style="list-style-type: none"> <li>Model capitalizing first word in sentences</li> <li>Model capitalizing the pronoun I</li> <li>Model adding /-s/ to nouns to form plural form</li> <li>Continue to review revising/editing</li> </ul> </li> <li>Foundational Skills</li> <li>Closure/ Share/ Reflection <ul style="list-style-type: none"> <li>What have I learned about writing?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>plural nouns</li> <li>Continue to revise/edit book <ul style="list-style-type: none"> <li>Make sure sentences make sense</li> <li>Check punctuation and capitalization</li> </ul> </li> <li>Continue to complete book about topic</li> <li>Use computer to publish writing</li> <li>Share information with peers</li> </ul>	
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**DIFFERENTIATION**

Tier Intervention following I&RS framework  
Respectful tasks based on readiness, interest, learning profiles  
flexible grouping  
Ongoing assessments

**RESOURCES**


**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
<ol style="list-style-type: none"> <li>Global Awareness</li> <li>Financial, Economic, Business and Entrepreneurial Literacy</li> <li><b>Civic Literacy</b></li> <li>Health Literacy</li> <li><b>Environmental Literacy</b></li> </ol>	<ol style="list-style-type: none"> <li>Creativity &amp; Innovation</li> <li><b>Critical Thinking &amp; Problem Solving</b></li> <li>Communication &amp; Collaboration</li> <li>Media Literacy</li> <li><b>Information Literacy</b></li> <li>Information, Communication &amp; Technology</li> <li>Life &amp; Career Skills</li> </ol>

**Technology Infusion:**

PearsonReading.com, Learn 360, studyisland.com, Razkids.com for leveled reading practice, iPad Applications, smartexchange.com, Google Classroom, Seesaw Journal

DIFFERENTIATION			
Special Education	ELL	I&RS	Enrichment
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Reading Street Access for all</li> <li>• Raz-Kids: Running Record support</li> <li>• Study Island</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>
CROSS CURRICULAR RESOURCES			
The Amistad Commission's Literacy components for Primary Grades: <a href="http://njamistadcurriculum.net/">http://njamistadcurriculum.net/</a> <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a>			
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>			
ALIGNMENT TO 21 <sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY			
21 <sup>st</sup> Century/ Interdisciplinary Themes: <b>Bold all that apply</b>		21 <sup>st</sup> Century Skills: <b>Bold all that apply</b>	
<b>Global Awareness</b> Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		Creativity & Innovation <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> Media Literacy <b>Information Literacy</b> Information, Communication & Technology Life & Career Skills	

Technology Infusion				
<b>College and Career Readiness Anchor Standards</b>	<b>Reading</b>	<b>Writing</b>	<b>Language</b>	<b>Other</b>
<p>K-5 CCRA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Grade 2 Students RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Grade 5 Students RL/RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Grade 3- 5 Students</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Grade 2 Students L.2.4.d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Grade 3 Students L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Grade 4 Students L4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>Grade 5 Students L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Smart Board Applications</p> <p>Audio Books</p> <p>Digital Books</p> <p>iPAD Applications</p>

### **Evidence of Student Learning**

- Common benchmark
- DIBELS continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

### **Additional Texts**

Various levels of text provided by Raz Kids, Fountas & Pinnell leveled readers and leveled libraries.

## Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

CRP3.. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

## 9.1 Personal Financial Literacy

### 9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

### 9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

### 9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

### 9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each. 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions. 9.1.8.D.1

Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

## 9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand

### B: Career Exploration Number Standard Statement

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online

**Kindergarten-2nd Grade ELA Assessments**

<b>Formative</b>	<b>Summative</b>	<b>Benchmark</b>	<b>Alternative</b>
Observations: language (listening and speaking), writing, application of taught skills.	Reading Street Weekly Tests	Amplify's mCLASS Text Reading Comprehension	Portfolios
Exit slips	End-of-unit projects	DIBELS 8th Ed.	Rubrics
Observation checklists	Portfolios	RAZ Kids Benchmark Assessments	Interviews
Student interviews		Fountas & Pinnell Running Records	Essays
Student work samples		Orton-Gillingham Benchmark Assessments	Performance tasks
Journals			Observation
Self-assessments			Exhibitions and demonstrations
Self-reflections			Journals
Performance tasks			Teacher-created tests
Seesaw Journal			Self and peer evaluation
			Seesaw Journal