

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit Title: Unit 5

Target Course/Grade Level: Integrated English Language Arts/ Kindergarten

Unit Summary:

Reflect on story events and give specific reasons for the connections made

Continue to develop the ability to read with fluency and expression

Use a variety of strategies to decode unknown words.

Expand on the ability to make and decode words

Write connected sentences that tell a story with some details

Use capitalization and punctuation appropriately

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

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

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary interdisciplinary connections:

Math

<http://www.nj.gov/education/ece/k/math.pdf>

<http://www.corestandards.org/the-standards/mathematics>

Social Studies

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

Science

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

21st century themes:

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

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

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

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

career clusters, see the [Career Clusters Table](#).)

Unit Rationale Big Idea Question:

Unit 1:

How do good readers employ strategies to help them understand text?

How do good writers develop their ideas in order to produce stories from personal experiences?

Unit 2:

How does understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning?

How do good writers use a repertoire of strategies that enables them to convey ideas and information?

Unit 3:

How do good readers interpret and analyze text to make it personally relevant and useful?

How do writers use the conventions of Standard English grammar to write for different purposes and audiences?

Unit 4:

How do good readers develop fluency and reading strategies for both decoding and comprehension?

How do good writers use the conventions of writing to convey meaning?

Unit 5:

How do good readers connect knowledge from the text with their own background knowledge and experience to reflect and respond to text?

How do writers consider knowledge and experiences to write reflectively?

Learning Targets

Standards

RL. K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.9 K.10

RI. K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.8 K.9 K.10

RF. K.1 K.2 K.3 K.4

WK. K.2 K.3 K.5 K.6 K.7 K.8

SL. K.1 K.2 K.3 K.4 K.5 K.6

L. K.1 K.2 K.3 K.4 K.5 K.6

Content Statements

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

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

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

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

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

electronic texts and resources.	
Number	Common Core Standards for Mastery
RL.K.1.	With prompting and support, ask and answer questions about key details in a text
RL.K.2.	With prompting and support, retell familiar stories, including key details.
RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4.	Ask and answer questions about unknown words in a text.
RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10.	Actively engage in group reading activities with purpose and understanding.
RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5.	Identify the front cover, back cover, and title page of a book.
RI.K.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts
RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10.	Actively engage in group reading activities with purpose and understanding.
RF.K.1.	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words.

	<ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.4.	Read emergent-reader texts with purpose and understanding.
W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.
SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.		
L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • Produce and expand complete sentences in shared language activities. 		
L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 		
L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). • Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 		
L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 		
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
<table border="1"> <tr> <td> <p>Unit Essential Questions</p> <p>READING:</p> <ul style="list-style-type: none"> • How do we use our knowledge of letters and sounds to read words? • How do we use comprehension strategies to understand what we read? <p>WRITING:</p> <ul style="list-style-type: none"> • How can we communicate our ideas and show a purpose through writing? </td> <td> <p>Unit Enduring Understandings</p> <p>READING:</p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Reading is a lifetime skill that enhances learning and enjoyment. <p>WRITING:</p> <ul style="list-style-type: none"> • Using a writing process helps us communicate our ideas, describe an experience, and inform an audience. <p>RESEARCH:</p> </td> </tr> </table>		<p>Unit Essential Questions</p> <p>READING:</p> <ul style="list-style-type: none"> • How do we use our knowledge of letters and sounds to read words? • How do we use comprehension strategies to understand what we read? <p>WRITING:</p> <ul style="list-style-type: none"> • How can we communicate our ideas and show a purpose through writing? 	<p>Unit Enduring Understandings</p> <p>READING:</p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Reading is a lifetime skill that enhances learning and enjoyment. <p>WRITING:</p> <ul style="list-style-type: none"> • Using a writing process helps us communicate our ideas, describe an experience, and inform an audience. <p>RESEARCH:</p>
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<p>RESEARCH:</p> <ul style="list-style-type: none"> • Why is it important to solve problems and where can I find the information to answer my questions? <p>LANGUAGE:</p> <ul style="list-style-type: none"> • Does my writing and my speaking make sense? • How are words built? <p>LISTENING & SPEAKING:</p> <ul style="list-style-type: none"> • What is my purpose for listening? ...for speaking? • How can I become a better listener and speaker? <p>MEDIA:</p> <ul style="list-style-type: none"> • Why do we have media? 	<ul style="list-style-type: none"> • Research is the process of gaining information from a variety of resources. <p>LANGUAGE:</p> <ul style="list-style-type: none"> • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us understand what we read and what we hear. • By knowing the structure of words and sentences we find meaning. <p>LISTENING & SPEAKING:</p> <ul style="list-style-type: none"> • Good listening and speaking skills help us better understand each other. • Asking questions help us become better thinkers. • Listening and responding to what we hear develops our understanding and knowledge. <p>MEDIA:</p> <ul style="list-style-type: none"> • What different types of media can I use for different purposes.
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Unit Objectives

Students will know...

Reading:

In the study of literary text, the student will:

- be exposed to different literary genres including: fantasy, nursery rhymes, folktales, fables and poetry
- distinguish between fiction and non-fiction
- learn (enjoy/listen to) a variety of books, poems, chants, songs
- identify cover, title, author, illustrator of book

participate in shared literature discussions before, during and/or after reading or listening to a story

In the area of comprehension, the student will learn the following strategies:

- identify characters, setting, and main idea
- compare/contrast stories
- make connections to their lives or other stories
- use prior knowledge
- use comprehension strategies including making connections, visualizing and inferring

Before Reading:

- make predictions based on prior knowledge and preview of text
- preview text to establish an initial impression of what the book is about and describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- select books based on difficulty, interest, topic, etc.
- select appropriate "just right" reading materials
- generate questions

During Reading:

- recall information
- participate in an active discussion about a story

- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one strategy including: rereading, read on, context clues, and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks
- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- identify topic, main idea, and details to support non-fiction
- be aware of text features: (captions, labels, headings, table of contents, index, charts, graphs, diagrams, and special typeface)
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

After Reading:

- respond to stories orally
- retell or act out a story using beginning, middle, and end
- participate in shared and independent reading activities
- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- identify characters, setting, and main idea
- compare/contrast stories
- make connections to their lives or other stories
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally and in writing)
- orally shares favorite parts of book using supporting details from story

Fluency

In the area of fluency, the students will:

- read grade level text with fluency and expression
- use crosscheck reading strategies
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using express
- recognize a set of high frequency words

Phonemic Awareness/Phonics

In the areas of phonemic awareness and phonics the students will:

- know all upper case and lower case letters names and corresponding sounds
- track print
- know a word is a unit of meaning
- recognize that words are made up of a series of sounds
- recognize rhyming patterns and rhyming words
- match words with same beginning/ending sound
- identify (segments) sounds heard at beginning, middle, and end of a word
- blend individual sounds to form a word

- understand how a word is transformed when a sound is added, substituted, or removed
- recognize that spoken sounds are connected to letters in words
- match spoken sounds to letters in print
- read grade-level high frequency words with irregular spelling patterns
- apply structural analysis to read unknown words
- take apart one and two syllable words
- recognize and apply knowledge of phonics to read unknown words
- recognize and read:
 - compound words when at least one part is known
 - words with CVC pattern

Writing:

In the area of sentence structure, the students will:

- differentiate between a letter, word and a sentence

In the area of punctuation and capitalization, the students will:

- capitalize first, last and all other important words in titles
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence
- be exposed to quotation marks
- use a combination of conventional spelling and temporary spelling for unfamiliar words

In the area of the Writing Process, the students will:

- choose a topic
- begin to transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- share writing-generating ideas
- interact with others in order to "share the pen"
- write from left-to-right, top-to-bottom
- use capital letters at beginning and periods at the end of a sentence
- write two connected sentences
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- takes risks with writing
- use a variety of prewriting techniques
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas
- edit with assistance for spacing, capitalization and punctuation
- create legible final drafts and share with an audience

In the area of Narrative Writing, the student will:

- see a purpose for writing
- contribute to a class letter
- contribute to class book describing an experience (shared and interactive writing)
- retell an experience orally
- create a storyboard to tell a story
- produce a written response to a story through pictures or words

In the area of Expository writing, the student will:

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

In the area of Poetry, the student will:

- identify rhyming words in a poem
- participate in class discussions about a poem's meaning
- identify repeating words and lines in a poem
- participate in the shared writing of a poem
- visualizes events or images from a poem

In the Practical Application of writing, the student will:

- contribute regularly to morning message, class letters
- contribute to shared writing experiences
- write first and last name
- label objects
- make lists
- write two-step directions for completing a task in sequential order

Vocabulary/Grammar/Spelling

In the area of vocabulary, the students will:

- develop oral vocabulary
- match correct word for object
- know nouns have actions when creating sentences
- execute word sorts /webs
- give a list of words (interesting or informational) after reading a book at their level
- talk about words and word meanings every day as they are encountered in books and conversation
- use pictures/illustrations to solve unknown words
- identify compound words

In the area of grammar, the students will:

- begin to recognize nouns, verbs, and adjectives
- make singular nouns possessive by adding 's

In the area of spelling, the students will:

- use consonant sounds for phonetic spellings
- spell word wall words correctly

Listening/Speaking

In the area of questioning strategies in listening , the students will:

- attend and respond appropriately to classmates and adults
- ask clarifying questions (5 W's)

In the area of active listening skills, the students will:

- demonstrate active listening strategies
- make visual contact
- ask questions of speaker
- follow directions
- respond to questions and clues
- learn to use body language that indicates listening
- focus on speaker and topic

In the area of speaking:

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes.

- make eye contact with the audience.
- *In the area of formulating and answering questions, the student will:*
- use **BKWLQ** chart to generate pertinent questions and organize thinking for research:
 - **B**ackground knowledge
 - prior **K**nowledge (schema)
 - what student **W**ants to learn
 - what student **L**earned
 - **Q**uestions they still have about the topic

Media

In the study and use of print resources, the student will:

- use library (teachers are gatherers of information)
- learn that when information is needed, you can access it through books, internet, video, and people
- use title page to identify topic, author, illustrator/photographer
- identify informational parts of text (see comprehension)
- begin to identify visual features of texts: photo, illustration, graph, time-line, chart, diagram and labels

In the study of/use of print and non-print resources

- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.
- talk with resource person

In the study and use of primary and secondary sources, the student will:

- uses word walls and charts
- observes teacher using the Internet to gather information

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- Participation/Observations
- Questioning
- Discussions
- Anecdotal Notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Test/Quizzes

Summative Assessments

- Writers Workshop / Conferencing
- Participation and Observation
- Pre-test, test, and daily work
- Portfolio review
- Reading Assessment/Running Records
- District benchmark or interim assessments
- End-of-unit or chapter tests
- Scores that are used for accountability for schools (AYP) and students (report card grades)

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

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan
- Scribe for students who can't write
- Augmentative communication system

Gifted and Talented:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask “why” and what if” questions
- use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

Equipment Needed

- Computer with Internet access and projection capabilities
- Document Cameras
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Manipulatives
- Journals
- Sticky Notes/Wikki Stix
- Chart paper and chart stand
- Elkonin boxes
- Guided Reading leveled books
- Read aloud books
- Other print materials
- CD's/tapes

Teacher Resources:

Reading

http://www.hubbardscupboard.org/guided_reading.html

<http://www.starfall.com/>

www.liketoread.com

Phonemic Awareness/Phonics

<http://www.alphabet-soup.net/alphabite.html>

Writing

http://www.kindergarten-lessons.com/kindergarten_writing.html

<http://www.nellieedge.com/photoessays/writingtoread/writingtoread.htm>

http://www.schools.utah.gov/curr/lang_art/elem/core/prompts/documents/WritingKindergarten2007.pdf

General Resources for all areas

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.kellyskindergarten.com/>

<http://www.drjean.org/>

<http://www.kinderkorner.com/centers.html>

<http://www.thevirtualvine.com/Literacy.html>

<http://www.teachingheart.net/>

<http://www.hubbardscupboard.org/literacy.html>
http://www.carlscorner.us.com/literacy_lane.htm
<http://mrsjonesroom.com/teachers/worksheets.html#langarts>
<http://www.thekcrew.net/literacycenters.html>
<http://www.k12reader.com/>
<http://www.tlsbooks.com/kindergartenworksheets.htm>
<http://www.readwritethink.org/>

Curriculum Resources:

Curriculum documents of the following districts were referenced in the development of this curriculum: Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp., Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumstead Twp.

Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- Teachers should use mini-lessons and small groups to teach, demonstrate and investigate the following strategies:

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following language conventions:
- Sentence formation: sentences are complete and varied in length and structure
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

