

Integrated Kindergarten Curriculum- Unit 2 Community/Relationships

Overview	Reading	Writing	Speaking and Listening	Language
Unit 2	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,C,D RL.K.3 RI.K.3 RF.K.2A,B,C RL.K.10 RI.K.4 RF.K.3A,C RI.K.6 RF.K.4A,B RI.K.7 RI.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,D,E L.K.5B L.K.6
	Text Type: <ul style="list-style-type: none"> • Informational 	Writing Focus: <ul style="list-style-type: none"> • Narrative writing • Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar when writing or speaking
	Science	Social Studies		
	K-ESS3-1 K-ESS3-1.2.1 K-ESS3-1.ESS3.A.1 K.ESS3-2.8.1	SOC.6.1.4.C.15 SOC.6.1.4.B.7 SOC.6.1.4.D.CS1 SOC.6.1.4.D.2 SOC.6.1.4.D.4 SOC.6.1.4.D.17 SOC.6.1.4.B.1 SOC.6.1.4.D.11 SOC.6.1.4.B.CS3 SOC.6.1.4.B.5 SOC.6.1.4.B.2 SOC.6.1.4.B.4 SOC.6.1.4.B.8		

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills	Where Standards are Taught
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompting and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support 	RW:U2W10-W19 <i>A Turkey for Thanksgiving</i> <i>In November</i> <i>Gingerbread Baby</i> <i>The Mitten</i> <i>Ordinary Mary's</i> <i>Extraordinary Deed</i> <i>Snow is Falling</i> <i>Ice Bear</i> <i>Tacky the Penguin</i> <i>Animals of the Arctic Tundra</i>
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> ● Provide a description of characters in a story using key details. ● Provide a description of the setting of a story using key details. ● Provide a description of the major events in a story using key details. 	RW:U2W10-W19 <i>A Turkey for Thanksgiving</i> <i>In November</i> <i>Gingerbread Baby</i> <i>The Mitten</i> <i>Ordinary Mary's</i> <i>Extraordinary Deed</i> <i>Snow is Falling</i> <i>Ice Bear</i> <i>Tacky the Penguin</i> <i>Animals of the Arctic Tundra</i>
	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word 	RW:U2W10-W19 <i>A Turkey for Thanksgiving</i> <i>In November</i> <i>Gingerbread Baby</i> <i>The Mitten</i> <i>Ordinary Mary's</i> <i>Extraordinary Deed</i> <i>Snow is Falling</i> <i>Ice Bear</i> <i>Tacky the Penguin</i> <i>Animals of the Arctic Tundra</i>
	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the	<ul style="list-style-type: none"> ● Identify the author and illustrator of a story ● Explain the role of the author and illustrator in creating the text 	RW:U2W10-W19 <i>A Turkey for Thanksgiving</i> <i>In November</i> <i>Gingerbread Baby</i>

	idea or information in a text.		<i>The Mitten</i> <i>Ordinary Mary's Extraordinary Deed</i> <i>Snow is Falling</i> <i>Ice Bear</i> <i>Tacky the Penguin</i> <i>Animals of the Arctic Tundra</i>
	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).	<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support 	RW:U2W10-W19 <i>A Turkey for Thanksgiving</i> <i>In November</i> <i>Gingerbread Baby</i> <i>The Mitten</i> <i>Ordinary Mary's Extraordinary Deed</i> <i>Snow is Falling</i> <i>Ice Bear</i> <i>Tacky the Penguin</i> <i>Animals of the Arctic Tundra</i>
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently 	RW:U2W10-W19 <i>A Turkey for Thanksgiving</i> <i>In November</i> <i>Gingerbread Baby</i> <i>The Mitten</i> <i>Ordinary Mary's Extraordinary Deed</i> <i>Snow is Falling</i> <i>Ice Bear</i> <i>Tacky the Penguin</i> <i>Animals of the Arctic Tundra</i>
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.C. Understand that words are separated by spaces in print. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> ● Recognize that print has meaning and is made up of letters in a specific order ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text ● Name all upper and lower case letters 	RW:U2W10-W19 <i>A Turkey for Thanksgiving</i> <i>In November</i> <i>Gingerbread Baby</i> <i>The Mitten</i> <i>Ordinary Mary's Extraordinary Deed</i> <i>Snow is Falling</i> <i>Ice Bear</i>

		<i>Tacky the Penguin</i> <i>Animals of the Arctic Tundra</i>
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> Identify and produce rhyming words Demonstrate knowledge of syllables in a word Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) 	RW:U2W10-W19 <i>A Turkey for Thanksgiving</i> <i>In November</i> <i>Gingerbread Baby</i> <i>The Mitten</i> <i>Ordinary Mary's</i> <i>Extraordinary Deed</i> <i>Snow is Falling</i> <i>Ice Bear</i> <i>Tacky the Penguin</i> <i>Animals of the Arctic Tundra</i>
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. RF.K.3.C. Read high-frequency and sight words with automaticity.	<ul style="list-style-type: none"> Use specific strategies for decoding words, including letter sound correspondence Associate a letter with a sound and apply these sounds when decoding words Identify common high-frequency words by sight in isolation and also in a text 	RW:U2W10-W19 <i>A Turkey for Thanksgiving</i> <i>In November</i> <i>Gingerbread Baby</i> <i>The Mitten</i> <i>Ordinary Mary's</i> <i>Extraordinary Deed</i> <i>Snow is Falling</i> <i>Ice Bear</i> <i>Tacky the Penguin</i> <i>Animals of the Arctic Tundra</i> <i>Scholastic Library of</i> <i>Leveled Books</i> <i>Books from Reading A to Z</i> <i>website</i>
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.	<ul style="list-style-type: none"> Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding 	RW:U2W10-W19 (leveled text) <i>Scholastic Library of</i> <i>Leveled Books</i> <i>Books from Reading A-Z</i> <i>website</i>
Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills	Where Standards are Taught
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in	<ul style="list-style-type: none"> Draw tell, write about topics that is well known Name what is being written about 	Donald Crews: Immersion 1 & 4

which they name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> Supply additional information about the topic 	Drafting Edit Publish
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.	<ul style="list-style-type: none"> Tell, draw and write a story about something that happened Show what happens first Put the pages in order Tell what happens last 	Donald Crews: All Lessons
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	<ul style="list-style-type: none"> Add details to written stories Turn and talk to reflect on writing Use writing partners and teacher conferences to strengthen writing 	Donald Crews: All Lessons
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills	Where Standards are Taught
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> Participate in variety of rich structured conversations about grade appropriate topics and texts Follow agreed upon rules for listening to others and taking turns speaking about topics and texts Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles) 	-Read alouds -Small group instruction -Peer partners -Turn and talk -Literacy Learning Centers Donald Crews: All Lessons A- All Lessons B- All Lessons
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.	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to better student understanding Practice asking questions for clarification 	-Read alouds -Small group instruction Donald Crews: All Lessons
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic Use strategies for understanding and answering questions asked of them 	-Read alouds -Small group instruction Donald Crews: All Lessons
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events 	-Morning Meeting discussion -Read alouds

	<ul style="list-style-type: none"> ● Explain familiar events ● Report facts and details about an experience 	<p>-Small group instruction</p> <p>Donald Crews: All Lessons</p>
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to add detail 	<p>-Read alouds</p> <p>-Small group instruction</p> <p>-Literacy Learning Centers</p> <p>Donald Crews: Immersion 2-6 Generating Ideas 1-5 Drafting 1 & 2 Revise 1 & 2 Publish</p>
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas ● Speak audibly to naturally express ideas 	<p>-Morning Meeting Discussion</p> <p>-Read Alouds</p> <p>-Small group instruction</p> <p>-Literacy Learning Centers</p> <p>-Peer partners</p> <p>-Turn and talk</p> <p>Donald Crews: All Lessons</p>
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills	Where Standards are Taught
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<ul style="list-style-type: none"> ● Utilize formal grammar and usage of spoken and written standard English ● Distinguish between upper and lower case letters ● Print a variety upper- and lowercase letters ● Use frequently occurring nouns and verbs correctly appropriately ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) 	<p>RW:U1:W1</p> <p>RW:U1:W2</p> <p>RW:U1:W3</p> <p>RW:U2:W1</p> <p>RW:U2:W2</p> <p>RW:U2:W3</p> <p>RW:U3:W1</p> <p>RW:U3:W3</p> <p>RW:U5:W2</p> <p>RW:U7:W1</p> <p>RW:U7:W2</p>

<p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>		<p>RW:U7:W3 RW:U8:W1 RW:U8:W2 RW:U8:W3 RW:U10:W1</p> <p>Donald Crews: All Lessons A- Immersion 1-6 Generating Ideas 1-5 Drafting 1 & 2 Revise 1 & 2 B- Immersion 1-6 Generating Ideas 1-5 Drafting 1 & 2 Revise 1 & 2 D- All Lessons (Except Edit 2) E- Immersion 1-6 Generating Ideas 1-5 Drafting 1 & 2 Revise 2</p>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<ul style="list-style-type: none"> • Explore word relationships and nuances in word meanings • Relate nouns and verbs to their antonyms 	<p>RW:U10:W2</p> <p>Donald Crews: Immersion 1-6 Generating Ideas 1 Revise 2 Edit 1 B- Immersion 1</p>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking 	<p>RW:U1:W1 RW:U1:W2 RW:U1:W3 RW:U2:W1 RW:U2:W2</p>

		RW:U2:W3 RW:U3:W1 RW:U3:W2 RW:U3:W3 RW:U4:W1 RW:U4:W2 RW:U4:W3 RW:U5:W1 RW:U5:W2 RW:U5:W3 RW:U6:W1 RW:U6:W2 RW:U6:W3 RW:U7:W1 RW:U7:W2 RW:U7:W3 RW:U8:W1 RW:U8:W2 RW:U8:W3 RW:U9:W1 RW:U9:W2 RW:U9:W3 RW:U10:W1 RW:U10:W2 RW:U10:W3 Donald Crews: All Lessons
Unit 2 Social Studies Standards	Unit 2 Social Studies Critical Knowledge and Skills	Where Standards Are Taught
SOC.6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States SOC.6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suitable for settlement than others.	<ul style="list-style-type: none"> Advances in transportation lead to the development of cities in New Jersey and the United States Characteristics of the land such as access to water, landforms, access to food and transportation, make some areas more suitable for settlement than others. Pilgrims migrated to America for religious freedom and impacted the land by creating colonies. 	-Morning Meeting Discussion -Read Alouds <ul style="list-style-type: none"> <i>Clang! Clang! Beep! Beep! Listen to the City</i> By Robert Burleigh Thanksgiving Traditions Unit

<p>SOC.6.1.4.D.CS1 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p> <p>SOC.6.1.4.D.2 Summarize why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the changes they encountered</p> <p>SOC.6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>SOC.6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>SOC.6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>SOC.6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>SOC.6.1.4.B.CS3 The physical environment can both accommodate and be endangered by human activities.</p> <p>SOC.6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>SOC.6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>SOC.6.1.4.B.4 Describe how landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>SOC.6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p>	<ul style="list-style-type: none"> ● Challenges such as acquiring food, creating shelter, surviving sickness and harsh weather conditions were some of the challenges that the Pilgrims faced. ● The immigration of the Pilgrims was the start of the formation of the United States. ● Maps show locations of landmarks, roads, and other features of neighborhoods. ● Developments such as roads have helped new towns and neighborhoods to form but can cause both positive and negative changes to the environment. ● Improvements in transportation have allowed people to have access to resources that are not necessarily found near them. 	<ul style="list-style-type: none"> ● <i>Please Take Me for a Walk</i> By Susan Ga ● <i>What Can You Do with a Paleta?</i> by Carmen TaFolla ● <i>Roadwork</i> by Sally Sutton ● <i>My Garden</i> by Kevin Henkes ● <i>A Grand Old Tree</i> by Mary Newell Depalma ● <i>An Orange in January</i> by Diana Hutts Atson <p>-Small group instruction -Literacy Learning Centers -Peer partners -Turn and talk</p>
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Unit 2 Science Standards	Unit 2 Science Critical Knowledge and Skills	Where Standards Are Taught
<p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3-1.2.1 Use model to represent relationships in the natural world.</p> <p>K-ESS3-1.ESS3.A.1 Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.</p> <p>K.ESS3-2.8.1 Read grade appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.</p>	<ul style="list-style-type: none"> • The Pilgrims settled in a location that had the natural resources they needed. • Plants and trees grow where the environment is conducive to their needs. • The four seasons are an example of weather patterns. 	<p>-Morning Meeting Discussion</p> <p>-Read Alouds</p> <ul style="list-style-type: none"> • Thanksgiving Traditions Unit • <i>An Orange in January</i> by Diana Hutts Atson • <i>A Grand Old Tree</i> by Mary Newell Depalma <p>-Small group instruction</p> <p>-Literacy Learning Centers</p> <p>-Peer partners</p> <p>-Turn and talk</p>

Unit 2 What Kindergarten This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Test for letter-sound knowledge</p> <p>Anecdotal Notes</p> <p>Running Records</p> <p>Reading Response Journals</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Reading Wonders Comprehension Unit Tests</p> <p>Sight Word Assessments</p> <p>Progress Reports</p> <p>Report Card Assessments</p> <p>Fountas and Pinnell Benchmark Assessments</p> <p>Schoolwide Fundamentals Writing Assessments</p>
District/School Texts	District/School Supplementary Resources
<p>***Titles in red are a must use.***</p> <p>Week 10: Going Places</p> <ul style="list-style-type: none"> • <i>Clang! Clang! Beep! Beep! Listen to the City</i> By Robert Burleigh • <i>Nat and Tip</i> (RW-DT) 	<ul style="list-style-type: none"> • Interactive word wall <ul style="list-style-type: none"> ○ Sitton Sight Word List ○ Kindergarten Word Wall Cards- First Hundred • RAZ Kids • Literacy Centers

- *The Turtle and the Flute* (RW)
- *Sounds are Everywhere* (RW)
- *Tim and Nan* (RW-DT)

Week 11: Thanksgiving Traditions

- *A Turkey for Thanksgiving* by Eve Bunting
- *In November* by Cynthia Rylant

Week 12: Going Places

- *Please Take Me for a Walk* By Susan Gal
- *We Go to See Nan* (RW-DT)
- *Field Trips* (RW)
- *A Neighborhood* (RW)
- *Can We Go?* (RW-DT)

Week 13 Around the Neighborhood

- *Whose Shoes?* By Stephen R. Swinburne
- *Tom on Top* (RW)
- *Little Juan and the Cooking Pot* (RW-DT)
- *Workers and Their Tools* (RW)
- *Tom on Top* (RW-DT)

Week 14: Around the Neighborhood

- *What Can You Do with a Paleta?* by Carmen TaFolla
- *Sid* (RW)
- *Cultural Festivals* (RW-DT)
- *A World Festival* (RW)

Week 15: Christmas Around the World

- *Gingerbread Baby* by Jan Brett
- *The Mitten* by Jan Brett
- *Ordinary Mary's Extraordinary Deed* by Emily Pearson

Additional Read Aloud Literature for Weeks 13-15:

- *Snow is Falling* by Franklyn Branley

Week 16: Around the Neighborhood

- *Roadwork* by Sally Sutton
- *I Can, You Can* (RW-DT)
- *The Bundle of Sticks* (RW-DT)
- *A Community Garden* (RW)

Week 17: Wonders of Nature

- *My Garden* by Kevin Henkes
- *Hop Can Hop* (RW-DT)
- *Growing Plants* (RW-DT)

<ul style="list-style-type: none"> ● <i>Tommy</i> by Gwendolyn Brooks ● <i>Maytime Magic</i> by Mabel Watts ● <i>The Seed</i> by Alleen Fisher ● <i>Garden</i> by Alma Flor Ada <p>Week 18: Wonders of Nature</p> <ul style="list-style-type: none"> ● <i>A Grand Old Tree</i> by Mary Newell Depalma ● <i>Ed and Ned</i> (RW-DT) ● <i>The Pine Tree</i> (RW-DT) ● <i>From A Seed to a Tree</i> (RW) <p>Week 19: Wonders of Nature</p> <ul style="list-style-type: none"> ● <i>An Orange in January</i> ● <i>Ron With Red</i> (RW-DT) ● <i>Farms Around the World</i> (RW-DT) ● <i>Farmer's Market</i> (RW) <p><i>Additional Read Aloud Literature for Weeks 16-19:</i></p> <p><i>Ice Bear</i> by Nicola Davis</p> <p><i>Tacky the Penguin</i> by Helen Lester</p> <p><i>Animals of the Arctic Tundra</i> by Polar Region Wildlife</p>		
District/School Writing Tasks		
<p>Primary Focus</p> <p><i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none"> ● Explore Crews's books to study the unique way he uses pictures and words to narrate an event and create a picture book. ● Participate in shared research and writing as they explore a number of Crews's books. ● Engage in collaborative conversations about Crews's book and craft. ● Compose an opinion piece in which they name their favorite Crews book. ● Identify how Crews uses his life experiences, interests, and observations to generate ideas for writing. 	<p>Secondary Focus</p> <p><i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"> ● Tell stories! Students will recognize that Donald Crews tells true stories from his life. ● Discover a new favorite author to be inspired by and learn from. ● Explain and record what they know about Crews as a writer, illustrator, and person. 	<p>Routine Writing</p> <p><i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> ● Personal narrative functional ● Journal writing ● Reading responses ● Word Wall writing activities ● Graphic organizers ● Writing activities related to word study

- Use combination of drawing, dictating, and writing to record observations and narrate an event of several loosely linked events.
- Publish a personal narrative that incorporates Crews’s illustrative and language techniques, including a reaction to the event.

Instructional Best Practices and Exemplars

Guided Reading Assessments:

Develop a plan for instruction based on student need and assessment data. Assessment data including word accuracy analysis, fluency and comprehension begins at Level A using the Fountas and Pinnell Benchmark Assessment System and Teachers College Reading Writing Project Reading Assessments .Beginning at level J words per minute must also be calculated and become part of an instructional plan. The writing about reading section is not optional.

Guided Reading Instruction:

First: Preview the book or text by engaging students in a guided picture walk or discussion about specific parts of the text. Preview essential vocabulary and teach them the meanings of those words.(Approx.5 minutes)

Next: Students read the text silently. While students are reading listen to each student read, taking quick anecdotal notes and conferring with the reader giving quick strategies in word study, comprehension and fluency. (Approx.5 minutes)

After: Once students have read the whole or portion of the text, have a quick discussion about the reading followed by a mini-lesson. This mini-lesson should teach a strategy that will help readers in the group not only for this particular book but for other books as well, the goal here is to teach the reader not the book)(Approx. 10min)

Finally: Send students away to practice what was taught in the mini-lesson.

Read Aloud Instruction: During read aloud the teacher has the text and the students listen and participate in discussion at different points throughout the reading. The books or texts can be below , on or above the reading levels of the class because the teacher is reading and the students are engaged in auditory comprehension. When we read aloud we model an enjoyment and love for reading as well as reading with fluency and prosody. Other comprehension skills can be taught during read aloud as well. There is always a delicate balance that must be achieved between stopping to discuss comprehension , characters etc. and reading aloud without ever stopping to engage students about higher order thinking skills.

Achieving this balance comes with experience as a teacher, the students in your class, and the particular book you are reading .

Shared Reading Instruction: During shared reading both the teacher and the students have a copy of the text. .If the students do not have a copy, then the copy is projected or displayed or is available in a big book format visible to all the students.The books or texts are generally at

the grade level for the whole class . When we engage in shared reading we are teaching and modeling various skills, strategies and reading behaviors such as fluency, word study , phonics, grammar and comprehension as well as various features of text both fiction and non-fiction. During this instructional time students can interact with the text, discuss various portions of the text after they have read it, chorally read sections to help with fluency, read, take notes , write and respond to what is being read.

It is important that these sessions do not become read alouds or sessions of students taking turns reading the text out loud. Students need time to practice reading and interacting with the text, so in shared reading all students should be active participants in the process. Often when students take turns reading out loud others who are not reading either tune out or practice for the part they will be called on to read. Teachers can employ various techniques to manage shared reading time to get optimum participation by the class in the reading.

Independent Reading Instruction: Independent reading is so important in developing lifelong readers. Research is clear on this. The more time students spend independently reading , the better they perform academically. During independent reading students have choices in the texts they read with input from the teacher to guide them as readers and to check for appropriate content. Borrowing the best from reading workshop techniques, the following guidelines should be employed:

- Extensive classroom libraries be part of the classroom
- Students each have book bins where they keep a selection of books that range in levels from independent, instructional and books of high interest to the reader.
- Students should keep reading logs that are grade level appropriate for the task of monitoring students reading.
- During independent reading time the teacher should conference with readers, conduct skills group instruction and/or guided reading instruction, or book clubs. There should always be some time set aside in the literacy block to do one on one conferences with readers.
- Teachers should have knowledge of text bands in order to engage in conversations about the books students are reading even if the teacher has not read the book
- Teachers should control access to the classroom library.
- Rules should be established about when books can be abandoned to move on to another choice.
- Teachers should guided students in making selections to ensure students read various genres in both fiction and non -fiction books.

Classroom Libraries

The common belief among reading professionals is that when a teacher begins a reading workshop format it starts with the classroom library . For independent reading to work like a well oil machined, there needs to be a well organized, well equipped library with a system in place for ongoing use in service of independent reading. Part of our mission as educators is to match readers with books. The following guidelines will help you create and organize a great classroom library:

Libraries should be organized by genre and by guided reading level. It is advisable to place the guided reading level inside books organized by genre. books can be organized in bins or sections on shelves. The following are some genres to choose from:

- Author collections
- Transportation
- Aeronautics and space
- Sports

- Animals
- Character building
- Personal narrative writing
- Poetry
- Family
- Immigration
- World cultures
- Funny/humorous
- Holidays
- Mystery
- Travel
- History
- Realistic Fiction
- Fairy tales and nursery rhymes
- Chapter book series
- Seasons
- Newspapers and magazines
- Big Books
- Biographies Cooking and Crafts
- School life
- Plays and Reader's Theatre scripts
- Teacher Picks
- Student Picks

Libraries should also include books organized by guided reading level. This will help both students and the teacher make choices for independent reading by level not genre which can be beneficial matching a student to books they will be successful reading. The range of levels should not be limited to the guided reading levels for the particular grade the library is in.

- Plan for both below level and above grade level readers when organizing books by level.
- A range of four to five letter levels above and below each grade level text gradient is recommended
- Place each level in a separate book bin
- Label each book for fiction/non-fiction and level

Student Book Bins

Each student should have their own personal book bin or bag. In this book bin would include books at the independent, instructional and student choice books. It is common in kindergarten and first grade to have as many as 8 to 10 books in their bins. Because the books get longer as

students move up through the grades ,the numbers of books in each bin often drop so that in 5th grade and above you may see a number closer to 3 or 4.

Classroom Library Management

It is recommended that the teacher be a “gatekeeper” to the library guiding students in book choices and using the student’s reading log as a guide. The library does not need to be open every day because students have book bins and their are rules in place about library use. Various reasons for having a management system in place as well as suggestions are as follows:

- Maintain the organization of the library and book bins within
- Ensure students make thoughtful choices about books and that they read through the books in their bins.
- Have rules set up for the class about abandoning books before they are finished. For chapter books, as an example, it is common to require a student to read at least 60 pages before they abandon the book.
- Teachers can make suggestions for books that might be of interest to the students as well as provide academic support for their reading. An example would be encouraging a student who is having trouble with fluency to have a greater selection of independent level books in their book bin.
- Teacher can also monitor if a student is not getting a variety of genres read. If a student is always reading fiction it is important that the teacher help them make choices that would help them get more experience in non-fiction etc.
- Students should have grade level appropriate reading logs for both in school and at home reading.

Word Walls: Word walls are an integral part of literacy instruction. In best design they are interactive not wallpaper. The word walls should be set up using the following guidelines:

- Enough space should be provided to accommodate approximately 125 words and with the alphabet letter at the top of each column.
- In some cases sentences words or pictures can be added to the cards.
- For grades K-6 the primary focus is using high frequency words developed for each grade level.
- Words are placed on the word wall only after they have been taught.
- For grade K words should be taught at the rate of 4 words per week. For grades 1 through 6 the rate should be 5 or 6 words per week.
- Word walls should be interactive so that students can remove words and bring them to their desks during independent reading and writing.
- For the most common words used by your student writers have multiple copies of the word available. Using a push pin and have the word cards ”hang” off the pin works best.
- Model the use of the word wall consistently throughout the year.

Writer’s Workshop Basics

The main objective in writing workshop is to teach a short mini lesson on writing followed by giving students ample time to write while you conference with individual writers or sometimes groups of writers.

- 45 minutes is the minimum time you need, 60 minutes is ideal
- Keep your mini lessons short, ten to fifteen minutes.
- All materials should be easily accessible to students
- Students should write with pens
- All work should be dated
- Writing should be kept in student folders, one side “Work in Progress” the other side “Completed Work”.
- Students choose the topics they write about within the genre being studied.
- Teacher conferences with students one at a time unless conferencing with a small group who share the same specific need.
- Teacher keeps short anecdotal notes about conference content and dates.
- One or two students are chosen by teacher at the end of the day’s workshop to share all or just a small part of their writing.
- Students should always be writing in “stapled books” of 4 to 5 pages. These can be available in an assortment of paper styles appropriate for student needs and grade level.

Architecture of a Writing Conference: Teaching for a Lifetime of Writing

Often referred to as the *heart and soul* of the writing workshop, conferencing with writers is an art. Effective conferencing will be the difference between students who grow as writers in giant steps and those that make only modest gains along the way. Conferencing with individual writers is how we truly differentiate instruction for each writer. Conferencing should be collegial, one writer talking to another not teacher talking to student. There are four phases to a writing conference as researched and developed by the Reading Writing Project at Columbia University.

Research : In this first phase of conferencing the teacher wants to be “present as a reader” reacting to the writing you are hearing or reading by the student with genuine amazement and interest. Often a conference starts with language such as “ what are you working on as a writer today ?” or “How is your writing work going?” While you are engaged in the writing and talking to the student , you are trying to get a sense what the child has done as a writer, and also naming for the student what they are trying to do. “I see you are trying to help your reader keep the story organized by using paragraphs, here you started a new one because there is a change of location in the story.” In this phase of conferencing there are a lot of research questions and dialogue about the writing.

Compliment: Every writer needs encouragement. Let the student know something that he or she is doing well, encouraging them as writers .

Decide: Now it is time to decide whether to accept or alter the student’s plan and to make a decision about how to move this writer forward in their development as a writer. This process is not out loud but happening in the head of the teacher as you research and discuss the writing with the student. Think to yourself, “how can I help this particular writing piece while at the same time helping this particular writer?” There may be many things wrong with the writing but here you are going to pick out one thing and one thing only , so make it count!

Teach: Once the decision is made about what to teach the conference time now resembles more of a mini lesson. As in the min lessons for the day , it is best practice to explicitly tell the students what you will teach them today. “ I notice that you have a few different characters in your story and the setting is important to the story. Good writers can help their readers by crafting leads that give information right away that will

help place them in the story. Today I am going to teach you some of the things that great writers include in their leads to help their readers.”In teaching the student a teacher can use demonstration, guided practice and/or explicitly telling or showing.

Some additional best practices when conferring with writers:

- Always try to go to the student not have the student come to you.
- Although at times you can do group conferences to help all the students in the group who have a common need, conferences are primarily one to one.
- Having a small stool on the classroom that you can maneuver and use to sit down next to the student is advisable.
- Conference about one thing, do not overwhelm the writer.
- Keep a conference log for each student and bring with you to a conference.
- Always bring your writer’s notebook and conference log to a conference.
- Spend about 4 to 5 minutes with each student.
- Record on the conference sheet what you might conference about next time.

Interdisciplinary Connections

● Language Arts		Technology
● Social Studies		Music
● Science	●	Physical Education/Health
● Art		Other:

Within Unit 2: Community/Career, there will be many opportunities for the students to learn through interdisciplinary connections. Students will be reading a multitude of stories which are cross-curricular in nature. While studying this unit, students will be learning about the 5 Core Competencies through comparing a character’s social and emotional development to their own. These lessons are geared toward building understanding and positive relationships between themselves, each other, and their teachers. This can be portrayed through Writer’s Workshop lessons, or in personal journaling, Art, or Music.

Integration of 21st Century Life and Career Standards

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to*

successfully meet the challenges and opportunities of the 21st century global workplace.

12 Career Ready Practices

Link: <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

(Check all those that apply.)

	CRP1.	Act as a responsible and contributing citizen and employee.		CRP7.	Employ valid and reliable research strategies.
	CRP2.	Apply appropriate academic and technical skills.		CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them
	CRP3.	Attend to personal health and financial well-being		CRP9.	Model integrity, ethical leadership and effective management.
•	CRP4.	Communicate clearly and effectively and with reason.		CRP10.	Plan education and career paths aligned to personal goals
•	CRP5.	Consider the environmental, social and economic impacts of decisions		CRP11.	Use technology to enhance productivity.
•	CRP6.	Demonstrate creativity and innovation.		CRP12.	Work productively in teams while using cultural global competence.
	9.1	Personal Financial Literacy – Link: http://www.state.nj.us/education/cccs/2014/career/91.pdf			
•	9.2	Career Awareness, Exploration and Preparation – Link: http://www.state.nj.us/education/cccs/2014/career/92.pdf			
•	9.3	Career and Technical Education – Link: http://www.state.nj.us/education/cccs/2014/career/93.pdf			