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**ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS**

Kindergarten

PARCC Aligned Curriculum Guide



School Year 2014-2015

Kindergarten ELA Curriculum



Unit 1

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Purpose of This Curriculum:

The purpose of this document is to provide teachers with a set of lessons that are standards-based and aligned with the Common Core State Standards (CCSS). The standards establish guidelines for English language Arts (ELA) as well as for literacy in social studies, and science. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines. The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life.

Essential Questions	Enduring Understanding
<ol style="list-style-type: none">1. What is a narrative text2. What is a detail?3. How does asking and answering questions about details from the text help the reader while reading?4. What does it mean to tell a story? What can a reader demonstrate through a retell?5. Why are characters, setting, and major events important in a story? How do these elements aid comprehension of a story?6. Why is it important to know the main topic of a text? How do key details contribute to a readers' understanding?7. Why is it important to grow and expand vocabulary knowledge?	<ol style="list-style-type: none">1. A narrative text conveys events in a logical sequence (real or imagined).2. Details are part of the story that help readers understand the story.3. Asking and responding to questions about the important details in a story supports understanding of literary text.4. Retelling a story is when a reader retells a story in their own words. Readers demonstrate an understanding of a story through accurate retelling of details in a logical order.5. Good readers identify and understand story elements to aid comprehension.6. Identifying the main topic and key details of an informational text helps readers to better understand a text.7. Understanding general academic and domain specific words and phrases helps to better comprehend and communicate.

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Unit 1

Topic:	CCSS:	Goals:	Number of Days 35
Journey's TE unit 1 Lucy Calkin's Units of Study Unit 1 Launching the Writing Workshop	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
	RF.K.2a	Recognize and produce two rhyming words.	
	RF.K.2b	Count syllables in spoken words.	
	RL.K.1	With prompting and support, answer questions about key details in a text .	
	RL.K.2	With prompting and support, retell stories , including key details.	
	RL.K.3	With prompting and support, name main characters, setting and major events of a story .	
	RL.K.10	Actively engage in group reading activities with purpose and understanding.	
	RI.K.2	With prompting and support, identify the main topic and retell key details in a text.	
	RI.K.5	Demonstrate understanding of the parts of a book.	
	RI.K.10	Listen and respond to questions about literature and informational text .	
	SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
	SL.K.1b	Continue a conversation through multiple exchanges.	

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	SL.K.2	Engage in two strand conversations following agreed upon rules for discussion, asking questions and taking turns.
	SL.K.4	Name and describe familiar people, places or things and, with prompting and support, provide additional details.
	L.K.1.b, L.K.1.e	Express ideas in shared language activities, including nouns, verbs and prepositions.
	L.K.1.d	Use question words, (e.g., who, what and where) in meaningful context when speaking.
	L.K.6	Use new vocabulary in meaningful context with others.

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Assessments:

Formative:

- Anecdotal Records of students in whole group centers, guided reading/small group activities, one to one conferencing, and assessing during Message Time Plus

Summative:

- Model Curriculum Unit 1 Assessment
- Published narrative piece (to be added to work sampling)

Authentic:

- Work Sampling assessment; such as, 2.D.2 uses letter like shapes, symbols, letters and words to convey meaning. 2.A.3 Demonstrates beginning phonemic awareness. 2.C.4 Comprehends and responds to fiction and non-fiction text.
- Journal Writing

Technology Integration:

iRead

www.starfall.com

www.abcmouse.com

www.spellingcity.com

www.cliontheweb.org

<http://www.scholastic.com/bookwizard/> this site will help you with leveling your class library

Speaking and Listening Vocabulary: narrative, event, feelings, order, reaction, sequence, beginning, middle, end, detail, retell, answer, question, story, literary text, character, identify, major events, setting, key details, main topic, author, back cover, book, bound, front cover, publisher, title, title page

Useful Sites:

iRead (Mandatory)

www.thinkcentral.com for unit 1 activities

www.unitedstreaming.com go to reading module for reading comprehension extensions

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Lucy Calkins Units of Study

Lesson Number	Lesson Title	CCSS Related to Lesson from Unit 1
Lesson 1	We Are All Writers: Putting Ideas on Paper with Pictures and Words	W.K.2, RI.K.1, RI.K.2, SL.K.1, SL.K.4, SL.K.5, LK.1, LK.2
Lesson 2	Writers Know that "When We Are Done, We Have Just Begun."	W.K.2, W.K.5, RFS.K.1, RFS.K.2, RFS.K.3, SL.K.1, L.K.1, L.K.2
Lesson 3	Carrying on Independently as Writers	W.K.2, W.K.5, RFS.K.1, RFS.K.2, RFS.K.3, SL.K.1, LK.1, L.K.2
Lesson 4	Writers Call to Mind What They Want to Say, Then Put That onto the Page	W.K.2, W.K.5, RL.K.1, SL.K.1, SL.K.5, L.K.1, L.K.2
Lesson 5	Stretching Out Words to Write Them	W.K.2, RFS.K.1, RFS.K.2, SL.K.1, SL.K.6, L.K.1, L.K.2.c,d
Lesson 6	Writing Even Hard-to-Write Ideas	W.K.2, W.K.5, RI.K.1, RFS.K.1, RFS.K.2, SL.K.1, SL.K.5, L.K.1, L.K.2.c,d, L.1.d,e
Lesson 12	Getting Ideas for Stories and Practicing Storytelling	W.K.3, W.K.5, RL.K.1, RL.K.2, RFS.K.3, RFS.K.4, SL.K.1, SL.K.4, SL.K.6, L.K.1, L.K.2
Lesson 13	Planning Stories Page by Page: Planning and Telling Stories across Pages	W.K.3, W.K.5, RFS.K.1, RFS.K.2, RFS.K.3, SL.K.1, SL.K.4, SL.K.5, SL.K.6, SL.1.4, L.K.1, L.K.2
Lesson 14	Adding More Details to Pictures and Stories	W.K.3, W.K.5, W.1.3, RFS.K.1, RFS.K.2, RFS.K.3, RL.K.3, RL.1.3, SL.K.1, L.K.1, L.K.2
Lesson 15	Letter to Teachers: Stretching and Writing Words: Hearing and Recording Sounds in Sequence	W.K.3, W.K.7, W.K.8, W.1.3, RL.K.3, RL.K.5, SL.K.1, L.K.1, L.K.2
Lesson 16	Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles	W.K.3, W.K.5, RFS.K.1, RFS.K.3, RFS.K.4, SL.K.3, SL.K.6, L.K.1, L.K.2
Lesson 17	Using Everything to Make Pieces the Best They Can Be	W.K.3, W.K.5, W.K.6, W.1.3, RFS.K.1, RFS.K.2, RFS.K.3, SL.K.1, L.K.1, L.K.2, L.K.5

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Lucy Calkins Units of Study		
Lesson Number	Lesson Title	CCSS Related to Lesson from Unit 1
Lesson 18	Editing	W.K.3, W.K.5, W.K.6, W.1.3, RFS.K.1, RFS.K.2, RFS.K.3, SL.K.1, L.K.1, L.K.2,
Lesson 19	Letter to Teachers: Reading into the Circle: An Author's Celebration	W.K.3, W.1.3, RFS.K.1, RFS.K.2, RFS.K.3, SL.K.1, SL.K.6, L.K.1, L.K.2

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Journey's Alignment

Grade K: Unit 1

	Reading Lit and Informational Text		Foundational Skills	
Lesson	Selection	Concepts of Print	Phonological Awareness/Phonics	
Week 1 Welcome to Kindergarten (WTK)	Listen to Rhymes "Jack and Jill" "One, Two, Three, Four, Five" "Pease Porridge Hot" "Colors" "To Market, To Market"	Concepts of Print Recognize Names Distinguish Letters, Numbers Book Handling Environmental Print	Rhyming Words Blend Syllables	iRead Message Time Plus Focus on letters
	Reading Lit and Informational Text		Foundational Skills	
Lesson	Selection	Concepts of Print	Phonological Awareness/Phonics	
Week 2 WTK	Listen to Rhymes "I Went Upstairs" "Mix a Pancake" "Sing a Song of Sixpence" "Little Arabella Stiller" Listen to Songs "Quack! Quack! Quack!"	Concepts of Print Book Handling Distinguish Letters, Numbers Environmental Print Recognize First and Last Names	Rhyming Words Blend and Segment Syllables	IRead Message Time Plus Letter Focus

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	Reading Lit and Informational Text		Foundational Skills	
Lesson	Selection	Text Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High Frequency Words
Week 3 Lesson 1	<p><u>Big Book</u> What Makes a Family? Genre: Informational Text</p> <p><u>Read Aloud Book</u> Building with Dad Genre: Realistic Fiction</p> <p><u>Paired Selections</u> "Frère Jacques" "Everybody Says" "Tortillas for Mommy" "My Little Sister" Genre: for "Frère Jacques" Poetry and Lullaby Genre: for Remaining Paired</p>	<p><u>Target Skill</u> Main Ideas</p> <p><u>Target Strategy</u> Summarize</p> <p><u>Supporting Skills</u> Genre: Informational Text</p>	<p><u>Phonological Awareness</u> Rhyming Words Single Sounds</p> <p><u>Decodable Readers</u> See What We Can Do We Can Make It</p>	<p><u>Concepts of Print</u> Directionality: Left to Right Book Parts</p> <p><u>Words to Know</u> (High-Frequency Words) I</p> <p><u>Fluency</u> Read with Expression</p>
	Speaking and Listening	Language		Writing
Lesson	Speaking and Listening	Target Academic Vocabulary	Language	Writing
Week 3 Lesson 1	N/A	<p><u>Selection Vocabulary</u> celebrate (v), family (n), memories (n) include (v)</p> <p><u>Oral Vocabulary</u> cranes, crew, gleaming, mechanic, outlining, solid</p>	<u>Grammar Skill</u> Nouns for People	<u>Writing Mode</u> Narrative Writing (Units of Study) Following pacing beginning on page 5

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	Reading Lit and Informational Text		Foundational Skills	
	Selections	Text Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High Frequency Words
Week 4 Lesson 2	<u>Big Book</u> How Do Dinosaurs Go to School? Genre: Fantasy <u>Read Aloud Book</u> Friends at School Genre: Informational Text <u>Paired Selection</u> "My School Bus" Genre: Informational Text	<u>Target Skill</u> Understanding Characters <u>Target Strategy</u> Infer/Predict <u>Supporting Skills</u> Author's Purpose	<u>Decodable Readers</u> We Go to School	<u>Concepts of Print</u> Directionality: Follow Words Left to Right, Top to Bottom Book Handling <u>Words to Know (HFW)</u> like <u>Fluency</u> Pause for Punctuation
	Speaking and Listening	Language		Writing
	Speaking and Listening	Target/Academic Vocabulary	Language	Writing
Week 4 Lesson 2	N/A	<u>Selection Vocabulary</u> bullying (v), tidies (v), fidget (v), interrupt (v) <u>Oral Vocabulary</u> busy, company, container, job, scoop, tortoises	<u>Grammar Skill</u> Nouns for Places	<u>Writing Mode</u> Narrative Writing <u>Writing Form</u> Labels <u>Focus Trait</u> Word Choice

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	Reading Lit and	Informational Text	Foundational	Skills
	Selections	Text Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High Frequency Words
Week 5 Lesson 3	<u>Big Book</u> Please, Puppy, Please Genre: Realistic Fiction <u>Read Aloud Book</u> I Have a Pet! Genre: Realistic Fiction <u>Paired Selection</u> "Different Kinds of Dogs" Genre: Informational Text	<u>Target Skill</u> Story Structure <u>Target Strategy</u> Monitor/Clarify	<u>Phonological Awareness</u> Beginning Sounds Words in Oral Sentences Letter Names Letters Uu, Vv, Ww, Xx, Yy, Zz <u>Decodable Readers</u> Baby Bear's Family The Party	<u>Concepts of Print</u> Letters and Words: First, Last Letters, Distinguish Letters from Words <u>Words to Know (HFW)</u> the <u>Fluency</u> Reading Rate
	Speaking and Listening	Language		Writing
	Speaking and Listening	Target/Academic Vocabulary	Language	Writing
Week 5 Lesson 3		<u>Selection Vocabulary</u> fetch (v), inside (n), outside (n), please (v) <u>Oral Vocabulary</u> cooperate, curious, interesting, slimy, smooth, vet	<u>Grammar/Skill</u> Nouns for Pets	<u>Writing Mode</u> Narrative Writing <u>Writing Form</u> Captions

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Suggested Literacy Centers to Support Guided Reading:

<p>Writing Center: Taken from Journeys Unit 1</p> <p>What does your family like to do together? page T34 (week 3)</p> <p>Label and draw pictures of family. Nouns for people (week 3) pages Writing Labels, Independent Writing T58-T-59</p> <p>Label and draw pictures for places. Nouns for places T138-T139</p> <p>T194 Turn and Talk and write to identify characters setting and major events of please, puppy, please (Week 5 R.L.K.3)</p> <p>Label and draw pictures of animals and things. Nouns for animals and things T218-T219</p> <p>Write/draw/dictate about your favorite story we read this week/unit</p>	<p>Computer Center:</p> <p>iRead (Mandatory)</p> <p>starfall - letter review</p>
<p>Library Center: listening</p> <p>Houghton Mifflin books on cd.... children can have choice of book</p> <p>Just for fun reads</p>	<p>Word Work Center:</p> <p>sight words: “the”, “like”, “I”, and for whole unit with magnets, stamping, write on white boards, clay, shaving cream</p> <p>Write friends names</p> <p>Complete sentence with words from word wall</p>
<p>Independent Reading Center:</p> <p>Wordless books, poems, songs</p>	<p>Literacy Game Center:</p> <p>ABC Memory Match/Bingo</p> <p>Sight Word Memory Match/Bingo</p> <p>CVC word Memory Match/Bingo</p>

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Message Time Plus Example

This Message addresses the following standards:

- L.K.1.b
- SL.K.4
- L.K.6
- RF.K.2.a
- RF.K.2.b

Welcome to Kindergarten! My name is _____.
You will have a fantastic year!

High Frequency Words: (my, is, to)

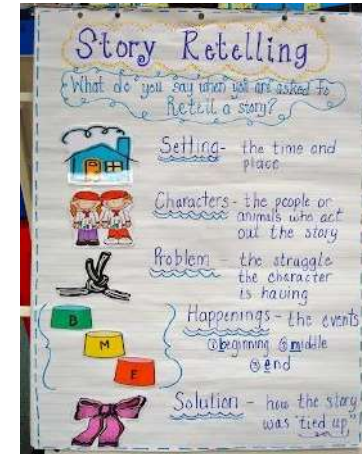
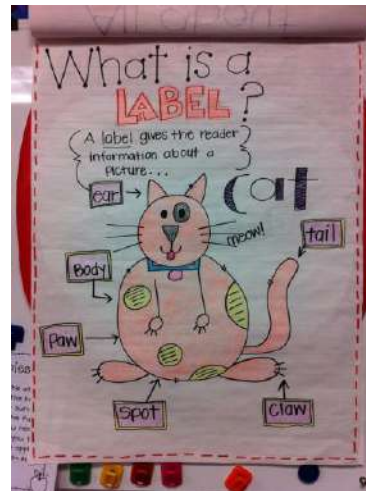
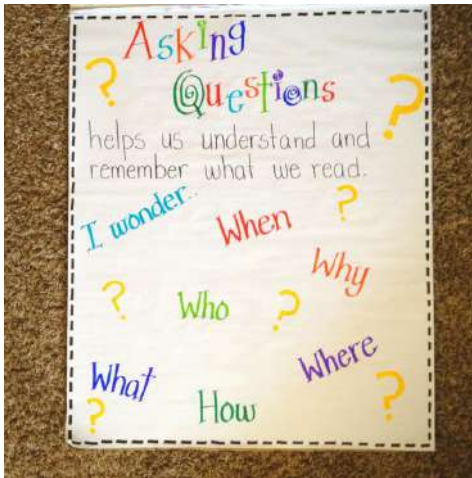
Vocabulary: (welcome, fantastic)

Potential Scaffolding Opportunities:

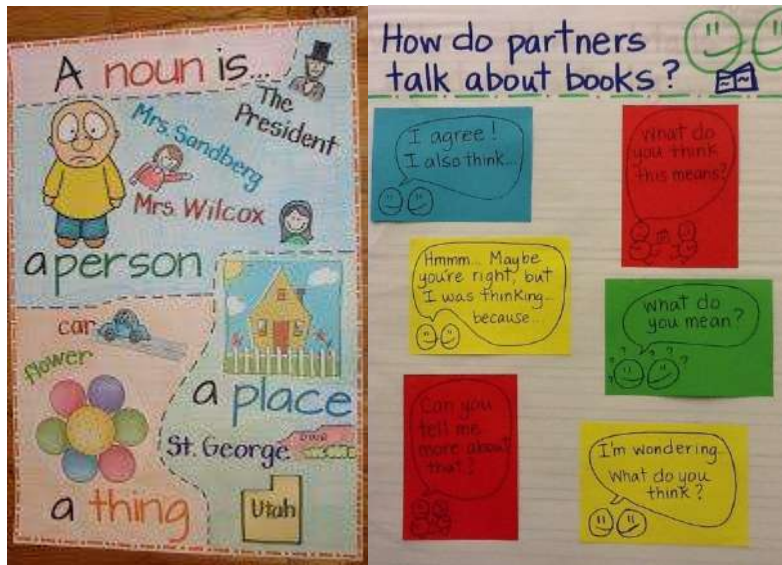
- letters (focus on m)
- syllables for welcome, teachers name, kindergarten, fantastic
- find sight words such as (a, is, to)
- student can find the word “will or name” and think of a word that rhymes with it

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Anchor Charts That Could Be Made in the First Couple of Weeks: (L.K.1.b, L.K.1.e, L.K.1.d)



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Resources	Teacher Resources www.corestandards.org www.achievethecore.org http://exchange.smarttech.com/search.html http://www.learner.org/jnorth/tm/InstrucStrat9.html http://www.eduplace.com/graphicorganizer/
Evaluation /Reflection	Guiding Questions: 1. What worked?

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	<p>2. What do you think could have been implemented more effectively in your lessons and instruction?</p> <p>3. What do you need to learn more about?</p> <p>4. What resources were helpful?</p>
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