

# Kindergarten ELA Curriculum



## Unit 3

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**Purpose of This Unit:**

The purpose of this document is to provide teachers with a set of lessons that are standards-based and aligned with the CCSS Content Standards. 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"> <li>1. What are informative and explanatory texts? How does a writer give information about a topic?</li> <li>2. Why would a writer use digital tools? How does a writer determine the digital tools necessary to communicate his/her message?</li> <li>3. What is the purpose of research? How does a writer share their information gathered during research?</li> <li>4. How do the various elements of a text work together to tell the complete story? How would the reader's experience be different without one or more of these elements?</li> <li>5. What is a detail? How does asking and answering questions about details from the text help the reader while reading?</li> <li>6. What is an illustration? How can an illustration help a reader understand a story?</li> <li>7. Why are characters, setting, and major events important in a story? How do these elements aid comprehension of a story?</li> <li>8. Why is it important to know the main topic of a text? How do key details contribute to a readers' understanding?</li> <li>9. Why do readers look for connections within a text?</li> </ol>	<ol style="list-style-type: none"> <li>1. Informational and explanatory text provides facts, directions, explains and/or gives information about a topic. Writers convey a main idea with supporting details to help the reader understand the topic.</li> <li>2. A writer uses digital tools to enhance their work. A writer determines the digital tools according to the task or purpose (e.g., slide show, blog, text, audio track, etc.).</li> <li>3. Research is one way to gather and expand one's knowledge. Writers can share information by expressing their opinion about a subject.</li> <li>4. The words and illustrations work in unison to enhance the experience of readers of picture books. There is information contained within their interaction that cannot be accessed by looking simply at the words or pictures alone.</li> <li>5. Details are parts of the story that help readers to understand a story. Asking and responding to questions about the important details in a story supports understanding of literary text.</li> <li>6. Illustrations are pictures which support the words the author has written. Readers can use illustrations to help understand a story.</li> <li>7. Good readers identify and understand story elements to aid comprehension.</li> <li>8. Identifying the main topic and key details of an informational text helps readers to better understand a text.</li> <li>9. Readers look for connections within a text to better understand the text and the author's message.</li> </ol>

## K-2 Grade Literacy Block

Sample Schedule		Notes for Sample Schedule			
<b>Independent Reading/Partner Rdg</b> (arrival & unpacking time)		After unpacking, children read from Book Bins (unleveled) or from Book Bags (leveled for independent. reading.)			
<b><u>Message Time Plus</u></b> Modeled Writing/Shared Reading	<u>20 min</u>	One option for MTP is to teach a writing behavior or strategy that can lead into the writing workshop.  All Journey's pacing for phonics, phonemic awareness, vocabulary, sight words, and concepts about print can be taught through MTP.			
<b><u>Writer's Workshop</u></b> Mini-lesson	<u>30 min</u> 5 min	Independent writing consists of guided writing groups and/or one-to-one conferences.			
Independent Writing	20 min				
Share (2 students share)	5 min				
<b><u>Intentional Read Aloud</u></b>	<u>10 min</u>	Tell children what you are going to demonstrate and why this will help them as readers. Ask students to watch and listen to how you think (or problem solve) as a reader.			
<b><u>Guided Reading/ Literacy Centers</u></b>	<u>30 min</u>	Literacy Centers	Group A	Group B	Group C
		1st rotation (15 min)	Guided Reading	iRead	Literacy Center
		2nd rotation (15 min)	Literacy Center	Guided Reading	iRead
		The Literacy Center component is not limited to tabove			

format. Teachers may have more than 3 groups.

### Unit 3:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
Informational Unit  Lucy Calkin's Units of Study  How to Books Writing to Teach Others	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.	
	RF.K.2	Demonstrate understanding of spoken words, syllables and sounds. a. Recognize and produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words	
	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Know and apply grade-level phonics and word analysis skills in decoding words.	
	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.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).	
	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	LK.1	Produce and expand complete sentences in shared language activities.	

	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
	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.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.10	Actively engage in group reading activities with purpose and understanding.	
	RF.K.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.	
	SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	
	SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	

	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood	
	SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
	SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
	L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts	



**Assessments:****Formative:**

- Anecdotal notes for guided reading, teacher/student conference to determine previous knowledge of topic and/or understanding

**Summative:**

- Running Record
- iRead Data

**Authentic:**

Unit 3 Rubric Scored Published Informational Writing with student reflection.

Writing or Project created within centers; poems, letters, story, reflection or written summary of text.

Performance of story or How to Book

Digital Text Created [www.storybird.com](http://www.storybird.com)

**Speaking and Listening Vocabulary:** informative text, explanatory text, topic, explore, information, project, shared, research, author, illustrator, illustrations, answer, detail, question, story, events, character, identify, major events, setting, key details, main topic, retell, connections, ideas

**Useful Sites:**

[www.cliontheweb.org](http://www.cliontheweb.org) This site is a free resource for all teachers. It has classroom tested instructional literacy practices, tools to improve ELA best practices and personalized action plans.

[www.achievethecore.org](http://www.achievethecore.org) This website is full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results.

[www.readwritethink.org](http://www.readwritethink.org) Classroom Resources and Videos

[www.thinkcentral.com](http://www.thinkcentral.com) Journey's Resources online

[www.starfall.com](http://www.starfall.com) This site offers free developmental literacy games and books for students to read.

### Lucy Calkins Units of Study (Informative Writing)

	Lesson Title	CCSS Related to Lesson from Unit 3
1	Writers Study the Kind of Writing They Plan to Make	W.K.2, RI.K.6, SL.K.1, SL.K.2, L.K.1
2	Writers use What They Already Know: touching and Telling the Steps across the Pages	W.K.2, SL.K.1, SL.K.5, L.K.1.e,f
3	Writers Become Readers, Asking, “ Can I Follow This?”	W.K.2, RI.K.2, SL.K.1, SL.K.2, SL.K.3, L.K.1
4	Writers Answer a Partner’s Question	W.K.2, SL.K.1.a, SL.K.2, SL.K.3, L.K.1.d
5	Writers Label Their Diagrams to Teach Even More Information	W.K.2, RFS.K.3.a,b, SL.K.1, L.K.1
6	Letter to Teachers: Writers Write as Many Books as They Can	W.K.1, SL.K.1, L.K.1
7	Writers Reflect and Set Goals to Create Their Best Information Writing	W.K.2, RI.K.1, RFS.K.1.b, RFS.K.3, SL.K.1, SL.K.2, SL.K.3, L.K.1
8	Writers Emulate Features of Informational Writing Using a mentor Text	W.K.2, SL.K.1, L.K.1
9	Writing for Readers: Using The Word <i>You</i>	W.K.2, SL.K.1, L.K.1
10	How-To Book Writers Picture Each Step and Then Choose Exactly Right Words	W.K.6, RFS.K.2, RFS.K.3, SL.K.1, SL.K.2, SL.K.3, L.K.1, L.K.5.d, L.K.6
11	Elaboration in How-To books: Writers Guide Readers with Warnings, Suggestions, and Tips	W.K.2, RI.K.2, SL.K.1, SL.K.2, L.K.1
12	“Balance on One Leg Like a Flamingo” : Using Comparisons to Give Readers Clear Directions	W.K.2, SL.K.1, L.K.1, L.K.5
13	Writers Write How-To Books about Things They Learn Throughout the Day and from Books	W.K.1, SL.K.1, L.K.1, L.K.6

14	Writing a Series or Collection of How-To Books to Teach Others Even more about a Topic	W.K.2, RI.K.2, SL.K.1, SL.K.2, L.K.1, L.K.6
15	Writers Can Write Introductions and Conclusions to Help Their Readers	W.K.2, SL.K.1, L.K.1, L.K.6
16	Using Everything You Know to Make Their How-To Books Easy to Read	W.K.2, RFS.K.1, RFS.K.3, SL.K.1, L.K.1
17	How-To Books Make Wonderful Gifts!	W.K.2, SL.K.1, L.K.1
18	Preparing for the Publishing Party: Writers Do Their Best Work Now to Share it Later	W.K.2, RFS.K.1, RFS.K.3, SL.K.1, L.K.1
19	Letter to Teachers: Publishing Celebration: Writers Are Teachers	W.K.2, RFS.K.1, RFS.K.2, SL.K.1

### Texts Recommended for Unit 3 Informational Writing

**Please Note:** Many read aloud texts in Journeys do not support the Reading Literature Standards that must be covered on page 5. Below are some recommended informational mentor texts that can be used as a read aloud to support the Reading Literature Standards and the Writing Standards. Links will lead students and teachers to digital read alouds.

Name of the Texts and Picture	
<p>My First Soccer Game by Alyssa Satin Capucilli</p>  <p><a href="https://www.youtube.com/watch?v=gD-HJDVyBVY">https://www.youtube.com/watch?v=gD-HJDVyBVY</a></p>	<p>A Weed is a Flower: The Life of George Washington Carver by Akili</p> <p><a href="https://www.youtube.com/watch?v=XFG-CRFNhJ8">https://www.youtube.com/watch?v=XFG-CRFNhJ8</a></p> 
<p>“Garden Helpers.” National Geographic Young Explorers</p> <p><a href="http://www.watchknowlearn.org/Video.aspx?VideoID=34099&amp;CategoryID=9459">http://www.watchknowlearn.org/Video.aspx?VideoID=34099&amp;CategoryID=9459</a></p>	<p><b><u>How To Fly a Kite</u></b></p> <p>Digital Text: This text can help students with orally explaining how to do something before attempting to write about it.</p> <p><a href="http://www.watchknowlearn.org/Video.aspx?VideoID=38046&amp;CategoryID=9460">http://www.watchknowlearn.org/Video.aspx?VideoID=38046&amp;CategoryID=9460</a></p>

(Phonics principals can be taught through MTP, Guided Reading and Centers)

	Supplemental Resources	Phonological Awareness/Phonics		Concepts of Print, Fluency, High Frequency Words
<b>Lesson 15</b>	<u>Paired Selection</u> “What Will the Weather Be Like?” Genre: Informational Text	<u>Phonics</u> Review Letters Aa* (Short a), Nn*, Ff*, Bb* Words with a (Short a), n, f, b  <u>Decodable Readers</u> Pam Cat Come with Me		<u>Words to Know (HFW)</u> come, me, with, my, you, what, are, now  <u>Fluency</u> Pause for Punctuation
	Speaking and Listening		Language	Writing
<b>Lesson 15</b>	<u>Speaking and Listening</u> Talk About the Night Sky	<u>Grammar Skill</u> Statements (Capitalization and Punctuation)		<u>Writing Mode</u> Informational Writing  <u>Writing Form</u> How To’s Informational  <u>Focus Trait</u> Organization

	Reading Lit and	Informational Text	Foundational	Skills
	Selections	Phonological Awareness/Phonics (Phonics can be taught through MTP and through iRead and Center Activities)		Concepts of Print, Fluency, HFW
<b>Lesson 16</b>	Big Book What Is Science?	<u>Phonological Awareness</u> Blend Phonemes Isolate Middle Sound  <u>Phonics</u> Letter li * Words with (Short i) Blending Words  <u>Decodable Readers</u> What Is It? It Is My Cab		<u>Words to Know (HFW)</u> is, how, of, so many, where  <u>Fluency</u> Pause for Punctuation
	Speaking and Listening	Language		Writing
<b>Lesson 16</b>	<u>Speaking and Listening</u> Share Ideas About Science	<u>Grammar Skill</u> Proper Nouns for People and Pets		<u>Writing Mode</u> Informational Writing  <u>Focus Trait</u> Organization

	Reading Lit and	Informational Text	Foundational	Skills
	Selections	Text Based Comprehension	Phonological Awareness/Phonics	• Concepts of Print, Fluency, HFW
<b>Lesson 17</b>	<u>Big Book</u> I Love Bugs Genre: Informational Text  <u>Paired Selection</u> "Anansi and Grasshopper" Genre: Folk Tale and Trickster Tale	<u>Target Skill</u> Sequence of Events	<u>Phonological Awareness</u> Blend Phonemes Segment Phonemes  <u>Phonics</u> Letter Gg * Words with g Blending Words  <u>Decodable Readers</u> Can You Find It? Gig Pig	<u>Concepts of Print</u> Letters in Words Spaces Between Words  <u>Words to Know (HFW)</u> find, this, from, came, but, on  <u>Fluency</u> Read with Expression
	Speaking and Listening	Target/Academic Vocabulary	Language	Writing
<b>Lesson 17</b>	<u>Speaking and Listening</u> Share Information and Ideas	<u>Selection Vocabulary</u> ever, pumps (v), rush, tiny <u>Oral Vocabulary</u> creaks, hare, hinge, howling (wind), path, sways chrysalis, larva	<u>Grammar Skill</u> Proper Nouns for People and Pets	<u>Follow Lucy Calkins</u> <u>Unit 3 Informational Writing</u>

	Reading Lit and	Informational Text	Foundational	Skills
	Selections	Phonological Awareness/Phonics		Concepts of Print, Fluency, HFW
<b>Lesson 18</b>	Use one of the text referenced on page 12.	<u>Phonological Awareness</u> Blend Phonemes Segment Phonemes  <u>Phonics</u> Letter Rr * Words with r Blending Words  <u>Decodable Readers</u> What Will It Be? Rac Is It		Concepts of Print Directionality: Follow Words Left to Right, Top to Bottom, Page by Page <b>(This can be modeled during a read aloud.)</b>  <u>Words to Know (HFW)</u> will, be, into, that, your, who  <u>Fluency</u> Read with Expression



	Reading Lit and	Informational Text	Foundational	Skills
<b>Lesson 19</b>	Use one of the text referenced on page 12.	Use one of the text referenced on page 12.	<u>Phonics</u> Review Letters li* (Short i), Gg*, Dd*, Rr* Review words with i (Short i), g, d, r  Blending Review <u>Decodable Readers</u> The Big Dig We Fit	<u>Words to Know (HFW)</u> Review: is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up  <u>Fluency</u> Reading Rate
	Speaking and Listening	Language		Writing
<b>Lesson 19</b>	Students turn and talk to discuss read aloud.	<u>Grammar Skill</u> Verbs Past, Present, Future		<u>Writing Mode:</u> Lucy Calkins Units of Study informational Writing

	Reading Lit and	Informational Text	Foundational	Skills
	<u>Selections</u>		Phonological Awareness/Phonics	• Concepts of Print,
<b>Lesson 21</b>	Use one of the text referenced on page 12.		<u>Phonics</u> Letter Oo* (Short o) Words with o (Short o) Adding -s (/s/, /z/)  <u>Decodable Readers</u> Make It Pop! My Dog Tom	<u>Concepts of Print</u> Directionality: Top to Bottom, Left to Right, Page by Page <b>(This can be modeled through a read aloud)</b>  <u>Words to Know (HFW)</u> make, play, them, give, say, new
	Speaking and Listening	Language		Writing
<b>Lesson 21</b>	<u>Speaking and Listening</u> Share Ideas about text read aloud	Vocabulary will depend on the read loud selected.	<u>Grammar Skill</u> Pronouns he, she, we	<u>Writing Mode</u> Informative Writing  <u>Writing Form</u> Lists (Structure of Numbered Lists)

## Suggested Literacy Centers to Support Guided Reading

<p><b>Writing Center:</b></p> <p>Writings Students can complete:</p> <p>Journal writing</p> <p>Create a How To</p> <p>Write a Story</p> <p>Self or Peer Edit writing using a editing checklist</p>	<p><b>Computer Center:</b></p> <p><b>iRead (Mandatory)</b></p> <p><b>Starfall.com</b></p> <p><b>Spelling City</b></p>
<p><b>Library Center:</b></p> <p>Independent reading (Students can read books on their independent level)</p> <p>Buddy Reading</p> <p>Students choose any book from the library and complete a summary or retelling or rate/recommend the book read.</p>	<p><b>Word Work Center:</b></p> <p><b>iRead Center Activities (Differentiated)</b></p> <p>Sight Word Memory Match Game</p> <p>Review sight words with magnets, stamping, write on white boards, clay, shaving cream</p> <p>Read and Write the room with a partner and then read the words to their partner.</p>
<p><b>Independent Reading Center:</b></p> <p>Students are only reading books that are on their level.</p>	

### **Message Time Plus Example**

**This Message addresses the following standards: W.K.2, RF.K.3, RF.K.2**

There are twelve months in the year. Every month has a different type of weather. What month is it now? Yes, it is January. In January there can be a lot of snow. If we went outside right now, would we see snow on the ground?

**Vocabulary:** weather, snow

**High Frequency Words:** you, what, now, can, we

**Short a Words:** can, cat, lap, man, map

### **Potential Scaffolding Opportunities:**

- Rhyming words
- Syllables
- Blend words
- Decode words

### Professional Development Resources:

Please click on the links below to receive additional support in your practice.

<b>Classroom Library</b>	<a href="http://www.orange.k12.nj.us/Page/7045">http://www.orange.k12.nj.us/Page/7045</a>	click on the Classroom Library link
<b>Guided Reading</b>	<a href="http://www.orange.k12.nj.us/Page/7045">http://www.orange.k12.nj.us/Page/7045</a>	click on the Guided Reading link
<b>Message Time Plus</b>	<a href="http://www.orange.k12.nj.us/Page/7045">http://www.orange.k12.nj.us/Page/7045</a>	click on the Message Time Plus link
<b>Writer's Workshop</b>	<a href="http://www.orange.k12.nj.us/Page/7045">http://www.orange.k12.nj.us/Page/7045</a>	click on the Writer's Workshop link



Writing Workshop Lesson	
<b>Standards:</b>	<p>1.RF.1.1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>1.RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>1.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
<b>Essential Questions:</b>	What is a narrative text? A narrative conveys events in a logical sequence, real or imagined.
<b>Interdisciplinary Connections:</b>	Social Studies, Families
<b>Equipment Needed:</b>	Dry erase boards, markers, leveled readers
<b>Goals and Objectives:</b>	After the teacher models how to write a narrative during message time plus, I will write a narrative that has a beginning, middle and end.
<b>Learning Activities or Instructional Strategies:</b>	<p><b>Mini-Lesson:</b> The teacher will write a narrative that will include a beginning, middle and end during message time plus. Students will listen as the teacher does a think aloud to model how to think of a small moment and say aloud what will happen in the beginning, middle and end. Then the teacher will write the story on the board in front of the children while the children read as she writes.</p> <p><b>Guided Practice:</b> Students will turn and talk to their partner to discuss a small moment that they would like to stretch throughout 3 pages. Students will discuss what happens in the beginning, middle and end of their small moment.</p> <p><b>Independent Practice:</b> Students will grab their narrative writing folders and paper and begin writing the story they told their partners. Students will quickly sketch out their ideas and then begin writing their narratives.</p> <p><b>Conference:</b> Teacher will meet with Josh, Kaitlyn, Bobby and Abdul. Teacher will meet with students and prompt students to get started on their narrative and to make sure that they quickly sketched their story so that they can focus on the writing.</p> <p><b>Share:</b> Two students that attempt to write a beginning, middle and end to their narrative will share their thinking and strategies</p>
<b>Differentiation:</b>	<p>Josh and Kaitlyn will sketch his ideas across 3 pages and practice stretching out his words as he writes his sentences.</p> <p>Bobby and Abdul will say and touch each page before writing the beginning, middle and end of their narrative.</p>
<b>Resources Provided:</b>	Lucy Calkins Units of Study
<b>Assessments:</b>	Narrative Scoring Rubric and Student Checklist
<b>Homework:</b>	In a writing notebook, students will write a new narrative piece and use the student checklist to edit their work.

