

Grade K Unit 1: Community and Cooperation

Content Area: **ESL**
Course(s):
Time Period: **MP1**
Length: **45 days**
Status: **Published**

NJSLS

LA.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).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.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.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.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.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.1.C	Understand that words are separated by spaces in print.
LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.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.
LA.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.
LA.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.
LA.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.
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

LA.SL.K.1.B	Continue a conversation through multiple exchanges.
LA.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.
LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.1.B	Use frequently occurring nouns and verbs.
LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LA.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
LA.L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LA.L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

The WIDA English Language Proficiency Standards

The WIDA English Language Proficiency Standards

1. English Language Proficiency Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
2. English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Rationale & Transfer Goals

The theme for this unit will be focused upon Community and Cooperation. Students are being introduced to the concepts of reading and writing. They are establishing a positive literacy Community through shared, guided, and independent practices. They are learning to construct meaning within the reading and writing processes and are engaging in collaborative practices throughout this unit. The students are being introduced to do self-reflection, learning how to choose books and other reading and writing material best suited to their needs, and using digital tools to enhance this process. They are using foundational skills to further their

development as readers and writers and are applying basic language skills while writing and speaking cooperatively throughout this unit. Students are learning concepts of print based upon texts related to Community and Cooperation. They can identify concepts of print and apply this knowledge while reading and writing.

Enduring Understandings

Overarching understanding: With guidance and support from adults, members of the literacy community know how to actively participate and cooperate with others who are reading, writing, and thinking. With guidance and support from adults, students are able to recognize the qualities of an effective cooperative learning community and can identify examples of Community and Cooperation in various fiction and non-fiction texts.

Content-specific supporting understandings:

Great learners work together within the literacy community through a balanced literacy approach.

Great readers know that texts can be categorized by fiction and nonfiction, with prompting and support.

Great readers are actively engaged in thinking about what they are reading, with prompting and support.

Great readers share their responses to what they read in different ways, with prompting and support.

Great readers can identify the concepts of print, with prompting and support.

Great readers can recognize basic features of print.

Great readers will learn how letters and sounds go together.

Great readers can use and expand their vocabulary.

Great writers understand the expectations of Writer's Workshop.

Great writers will learn how letters and sounds go together.

Great writers use models from what they read to communicate their messages effectively.

Great writers can use and expand their vocabulary.

Great listeners participate in collaborative conversations with various partners.

Great listeners can retell information from something that was read, seen, or heard.

Great listeners can ask and answer questions.

Great listeners can use and expand their vocabulary.

Great speakers participate in collaborative conversations with various partners.

Great speakers can retell information from something that was read, seen, or heard.

Great speakers can ask and answer questions.

Great speakers can use and expand their vocabulary.

Skills-specific supporting understandings

With prompting and support, we ask and answer questions about key details in a text.

With prompting and support, we retell familiar stories, including key details.

With prompting and support, we identify characters, settings, and major events in a story.

We are actively engaged in group reading activities with purpose and understanding.

With prompting and support, we identify the main topic and retell key details of a text.

We demonstrate understanding of spoken words, syllables, and sounds (phonemes).

With guidance and support from adults, we explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

We will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

We follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).

We continue a conversation through multiple exchanges.

We confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about

We request clarification if something is not understood.

We describe familiar people, places, things, and events and, with prompting and support, provide additional detail. We demonstrate command of the conventions of standard English grammar and usage when writing or speaking. We understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).

We use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).

With guidance and support from adults, we explore word relationships and nuances in word meanings.

We use words and phrases acquired through conversations, reading and being read to, and responding to texts.

With guidance and support from adults, we recall information from experiences or gather information from provided sources to answer a question.

With prompting and support, we name the author and illustrator of a story and define the role of each in telling the story.

We name the author and illustrator of a text and define the role of each in presenting the ideas or information

in a text.

We demonstrate understanding of the organization and basic features of print.

We follow words from left to right, top to bottom, and page by page.

We recognize that spoken words are represented in written language by specific sequences of letters.

We understand that words are separated by spaces in print.

We use frequently occurring nouns and verbs.

We 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.

We sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.

We identify real-life connections between words and their use (e.g. note places at school that are colorful).

We recognize and name all upper- and lowercase letters of the alphabet.

We demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

We 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.

We identify the front cover, back cover, and title page of a book.

Essential Questions

Overarching essential question:

What is a community?

How can we create a community?

How do we communicate effectively and work cooperatively with others in the community?

How do we become lifelong readers and writers?

Content-specific supporting questions

How can we develop as members of the literacy community?

What does a literacy community look like, sound like, and feel like?

What types of texts are available for us to read and write?

How do we make meaning as we read and write?

What do we do when we do not understand while we are reading and listening?

How can mentor texts influence our writing?

How do we create meaningful sentences when writing?

How do we show, not just tell when we write?

How do we figure out words we do not know when reading and writing?

How do we respond to texts and others?

How can we show that we understand what we have read, seen, or heard?

How do we orally communicate effectively with others?

Skills-specific supporting questions

With prompting and support, how can we ask and answer questions about key details in a text?

With prompting and support, how can we retell familiar stories, including key details?

With prompting and support, how can we identify characters, settings, and major events in a story?

How can we be actively engaged in group reading activities with purpose and understanding?

With prompting and support, how can we identify the main topic and retell key details of a text?

How can we demonstrate understanding of spoken words, syllables, and sounds (phonemes)?

With guidance and support from adults, how do we explore a variety of digital tools to produce and publish writing, including in collaboration with peers?

How do we participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups?

How do we use agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)?

How can we confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about We request clarification if something is not understood?

How do we describe familiar people, places, things, and events and, with prompting and support, provide additional detail?

How can we demonstrate command of the conventions of standard English grammar and usage when writing

or speaking?

How do we understand and use question words (interrogatives) (e.g. who, what, where, when, why, how)?

How do we use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)?

With guidance and support from adults, how do we explore word relationships and nuances in word meanings? How can we use words and phrases acquired through conversations, reading and being read to, and responding to text?

With guidance and support from adults, how do we recall information from experiences or gather information from provided sources to answer a question?

With prompting and support, how do we name the author and illustrator of a story and define the role of each in telling the story?

How do we demonstrate understanding of the organization and basic features of print?

How do we follow words from left to right, top to bottom, and page by page?

How do we recognize that spoken words are represented in written language by specific sequences of letters?

How do we understand that words are separated by spaces in print?

How do we use frequently occurring nouns and verbs?

How do we 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?

How do we sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent?

How do we identify real-life connections between words and their use (e.g. note places at school that are colorful)?

How do we recognize and name all upper- and lowercase letters of the alphabet?

How do we demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant?

How do we identify the front cover, back cover, and title page of a book?

Content - What students will know

- Launching the Literacy Block: Great learners work together within the literacy community through a balanced literacy approach.
- Phonological Awareness: Great learners will learn how letters and sounds go together.
- Vocabulary: Great learners can use and expand their vocabulary.

- Types of Texts: Great readers know that texts can be categorized by fiction and nonfiction, with prompting and support.
- Comprehension: Great readers are actively engaged in thinking about what they are reading and can share their responses to what they read in different ways, with prompting and support.
- Print Concepts: Great readers can identify the concepts and features of print, with prompting and support.
- Writing: Great writers understand the expectations of Writer’s Workshop.
- Writing: Great writers use models from what they read to communicate their messages
- Speaking and Listening: Great learners participate in collaborative conversations with various partners.
- Comprehension: Great learners can retell information from something that was read, seen, or heard and can ask and answer questions.

Language - What language goals support the content?

- Language about basic concrete needs and simple routine experiences.
- Example Greetings: Good Morning! Good afternoon! How are you?, etc, etc.....
- Politeness: Please, thank you, you’re welcome
- Essentials: Where is the bathroom? May I have a drink of water? Please repeat slowly Repeat, please
- Answer “Yes/No” questions about the text.
- Use songs, poems, and chants to provide practice with auditory discrimination.
- Focus on sounds that don’t exist in students’ primary language or that are used differently (e.g., b and v are pronounced the same in Spanish Orally Identify and name all upper and lowercase letters of the alphabet with the sounds that go together.
- Orally identify while listening to teacher prompts.
- Practice academic vocabulary, including words that are especially difficult for ELLs (e.g., multiple meaning words such as table, abstract words such as each).
- Respond to questions nonverbally or with one-or-two-word answers.
- Students will be able to recognize familiar words in a text; read some common environmental print.
- Students will be able to
- Define and use the following words: setting, characters, plot, and resolution.
- Write a story-retelling paragraph using the transition words first, then, next, finally.
- Explain a story’s structure to a partner.
- Students will understand and apply the alphabetic principle (understanding that there are systematic and predictable relationships between written letters and spoken sounds).
- Students will recognize and name a number of letters.
- Students will identify, name, and write letters.
- Students will learn letter sounds and spellings.
- Students will have the opportunity to orally practice the letter -sound relationships in our daily lessons.
- Practice opportunities that include new sound-letter relationships, as well as cumulatively reviewing previously taught relationships.
- Give children opportunities early and often to apply their expanding knowledge of sound-letter relationships to the reading of phonetically spelled words that are familiar in meaning.
- Allow students to use their primary language among themselves for tasks such as activating prior knowledge or planning writing.
- Rephrase unclear written statements, questions, and directions using simpler sentence structures (e.g., Student can state the events in a story using signal words of chronological order from a word bank and

sentences frames.)

- Whether dictating, drawing, or writing, students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.
- Understand language of daily classroom interaction.
- Use phrases and short, simple sentences: ask simple questions.
- Activate and evaluate students' background knowledge, and develop activities to fill gaps as necessary.
- Use L1 materials to help develop background knowledge when possible.
- Use hands-on and collaborative learning activities that require students to do something with the information provided in background building.

Skills - What students will be able to do

- Actively engage in group reading activities with purpose and understanding.
- Follow agreed-upon rules for discussions.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Recognize and name all upper and lowercase letters of the alphabet.
- Explore word relationships and nuances in word meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to text Identify real-life connections between words and their use.
- Use frequently occurring nouns and verbs.
- Actively engage in group reading activities with purpose and understanding.
- Ask and answer questions about key details in a text.
- Retell familiar stories, including key details.
- Identify characters, settings, and major events in a story.
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Demonstrate understanding of the organization and basic features of print.
- 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.
- Identify the front cover, back cover, and title page of a book.
- Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Use a combination of drawing, dictating, and writing to narrate a single event.
- Recall information from experiences or gather information from provided sources to answer a question.
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- 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.
- 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.

Instructional Activities - How we teach content and skills

- Establish classroom norms Establish frameworks norms.
- Introduce classroom structure. Introduce/practice “Turn and Talk” discussion.
- Require students to speak in complete sentences.
- Develop group norms together about what collaborative conversations looks like and sounds like.
- Participate in the morning meeting and ice breaker activities.
- Establish norms for selecting partners. Establish reading and writing routines.
- Call guided reading groups, stop midway to remind students of expectations and call team meeting if needed.
- Guided reading implementation with anecdotal note collection
- Model/ practice Foundations letter cards and sounds.
- Display Foundations anchor charts.
- Practice letter/sound relationship using sensory cards, play-doh, etc.
- Letter/sound make and takes.
- Letter/sound matches Elkonin boxes
- Post and use vocabulary on the Word Wall with visual representations.
- Post the words and tally the frequency of student usage per week.
- Print a cover of the book and attach meaningful vocabulary to it.
- Using hand signals to represent the actions from the meaning of the word.
- Activate prior knowledge of known words.
- Use the words in contexts throughout the day.
- Use graphic organizers to break down the meaning of words.
- Create student or class vocabulary books.
- Create personal student word walls.
- Practice vocabulary games, such as: Pictionary, Scrabble, Boggle, etc.
- Whole group and small group sorts. Chart patterns and have students sort and paste patterns in word study section of workshop notebook.
- Create anchor charts about characteristics of fiction vs. non-fiction texts.
- Sort and classify classroom library books.
- Model/practice using graphic organizers to understand the main idea of a text.
- Model/practice identifying major events using a story map, story mountain, story glove, etc.
Model/practice retelling using graphic organizers, retelling “road,” retelling balls, retelling dice, visual representations, etc.
- Model/practice creating questions using who, what, where, when, why, how, etc.
- Model/practice “think alouds.”
- Model/practice conversations with peers and adults.
- Model/practice answering “Right There” questions.
- Using KWL charts.
- Creating anchor charts.
- Develop group norms together about what being actively engaged in thinking looks like and sounds like.
- Model/practice stop and think activities, such as post-it notes.
- Create graphic organizers.
- Maintain a reader’s response journal.
- Model/practice retelling using graphic organizers, retelling “road,” retelling balls, retelling dice, visual representations, etc.

- Creating anchor charts.
- practice concepts of print
- Model/practice features of print
- Establish routines, norms and expectations for the Workshop.
- Create anchor chart for routines, norms, and expectations for the Workshop.
- Introduce/practice “Turn and Talk” discussion.
- Require students to speak in complete sentences.
- Develop group norms together about what collaborative conversations looks like and sounds like.
- Introduce management of Workshop materials and tools.
- Model/practice “think alouds.”
- Model/practice conversations with peers and adults.
- Introduce how to write using letter /sound relationships and support from the Word Wall.
- Introduce idea notebook to generate ideas for future writing.
- Using Foundations anchor charts.
- Introduce narrative writing using the Writing Workshop model.
- Use mentor texts to springboard discussion about narrative writing features.
- Model how to choose an idea and plan the writing.
- Provide practice time to add more to their writing.
- Share student writing daily based on the daily minilesson’s skill.
- Model and support how to continue writing and then share, receiving positive feedback from peers.
- Read aloud to demonstrate one small idea or event as personal narrative. Have students use their idea list and generate a seed moment.
- Use student work for proofreading modeling to show how to proofread.
- Demonstrate how to publish and how writings will be celebrated. Use of digital tools to develop their final product.
- Introduce/practice “Turn and Talk” discussion.
- Require students to speak in complete sentences.
- Develop group norms together about what collaborative conversations looks like and sounds like.
- Participate in the morning meeting and ice breaker activities.
- Establish norms for selecting partners
- Model/practice retelling using graphic organizers, retelling “road,” retelling balls, retelling dice, visual representations, etc..
- Model/practice creating questions using who, what, where, when, why, how, etc.
- Create an anchor chart of question words and sentence starters.
- Model/practice what to do when no longer understanding a text.

Evidence/Assessment - How we know students have learned

- Teacher observations
- Discussions
- Anecdotal notes
- Benchmark assessment
- DRA2
- DIBELS Next
- Running Records

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Theme of Community and Cooperation	Theme of Community and Cooperation	Building background knowledge from previous experiences
Establishing a Cooperative Learning Community	Establishing a Cooperative Learning Community	introduce classroom community through shared activities and norms
Identifying letter and sound relationships	Identifying letters	Review letters of the alphabet and introduce the letter/sound relationships
Literacy Block norms and expectations	Literacy Block norms and expectations	Create a literacy Community chart and norms

Key Resources

- Johnny Appleseed Books
- Books about apples
- Books about pumpkins
- Non-fiction stories about communities
- StoryTown
- Foundations
- Words Their Way
- Destiny
- Mentor Text from Writing Fundamentals

- www.readinga-z.com

- <http://www.writingfix.org/>

- <http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

Suggested Assessments

Oral exercises, TPR activities, book and workbook exercises, games, drawing and identifying, oral exercises and mini conversations, student participation and oral production, teacher observation, student response, student's work, end of unit test: listening, speaking, reading & writing.

Instructional Strategies

Breaking down the task
Providing step-by-step prompts
Daily observation
Repeated practice

Sequenced Review
Directed Questioning and Responses
Sequence Tasks from Easy to Difficult
Individual/Small-Group/Whole Class Instruction
Think Aloud
Active Participation
Warm-Up Activities
Meaningful Real Life Connections\

Modeling - Teachers demonstrates, student uses models to problem solve
Centers
Goal Setting
Pencil & Paper Skills
Make Predictions
Scaffolding

Activities

Student Book activities
Read aloud: Neeta Goes to Kindergarten
Group discussions
Role Play
Oral and written comprehension activities
Matching activities
Teacher Modeling
Rhymes, Songs, Chants
Picture Support
Translation (when needed and possible)

Checklist for Students and Teachers

- I can speak, write, listen, and read the following vocabulary words:
- I can explain why communities have norms set in place.

- I can differentiate between formal and informal language.

- I can greet others and say good-bye.
- I can introduce oneself and others.

- I can identify school objects.

- ___ I can describe personal preferences.
- ___ I can identify ongoing actions.
- ___ I can differentiate between formal and informal language.
- ___ I can identify school locations.
- ___ I can identify objects as the same or different.
- ___ I can identify colors.
- ___ I can exchange information about objects.
- ___ I can identify beginning sounds B and F.
- ___ I can identify numbers 1, 2 & 3.
- ___ I can describe quantities up to 3.
- ___ I can ask for specific shapes and colors.
- ___ I can identify colors red, yellow and green.

21st Century Life & Careers

WRK.9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

TECH.9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections

SOC.6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

SOC.6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.

SOC.6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

SOC.6.1.2.CivicsCM.3

Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

SOC.6.1.2.HistoryUP.2

Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.