

Grade K Unit 2: Traditions and Respect

Content Area: **ESL**
Course(s):
Time Period: **MP2**
Length: **45 days**
Status: **Published**

NJSLS

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| 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.5 | Recognize common types of texts (e.g., storybooks, poems). |
| 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.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| 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.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.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). |
| 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.2.A | Recognize and produce rhyming words. |
| LA.RF.K.2.B | Count, pronounce, blend, and segment syllables in spoken words. |
| LA.RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| 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.RF.K.3.C | Read high-frequency and sight words with automaticity. |
| LA.W.K.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). |

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| 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.7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
| 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.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| LA.SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| LA.SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| LA.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| 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.D | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |
| 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 Traditions and Respect. Students continue to be introduced to the concepts of reading and writing. They continue to establish a positive literacy Community through shared, guided, and independent reading and writing practices. They continue to learn how to construct meaning within the reading and writing processes and are engaging in respectful, collaborative practices throughout this unit. The students are developing self-reflective behaviors, continuing to choose books and other reading and writing material best suited to their needs, and are continuing to use digital tools to enhance this process. They are building upon their foundational skills to further their development as readers and writers and are applying basic language skills while writing and speaking respectfully throughout this unit. Students are refining their knowledge about concepts of print based upon texts relating to Traditions and Respect. 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 Traditions and Respect 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.

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

We are actively engage in group reading activities with purpose and understanding. With prompting and support, ask and answer questions about key details in a text.

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

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

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

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

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.

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

We 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 key details and requesting 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 use frequently occurring nouns and verbs.

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.

We recognize common types of texts (e.g., storybooks, poems).

With prompting and support, we describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

With prompting and support, we 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).

We recognize and produce rhyming words.

We pronounce, blend, and segment syllables in spoken words.

We know and apply grade-level phonics and word analysis skills in decoding words.

We read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

We use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

We participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

We ask and answer questions in order to seek help, get information, or clarify something that is not understood.

We add drawings or other visual displays to descriptions as desired to provide additional detail.

We speak audibly and express thoughts, feelings, and ideas clearly.

We form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

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

We distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Essential Questions

Overarching essential question:

What is a tradition?

How can we show respect within 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 be respectful members of the literacy community?

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

How can learning about traditions help us become better readers and writers?

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 do we ask and answer questions about key details in a text?

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

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

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?

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

How can we name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text?

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

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

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

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

How can 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?

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

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

How can we continue a conversation through multiple exchanges?

How can we 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?

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

How do we demonstrate command of the conventions of standard English grammar and usage when writing or speaking?

How do we use frequently occurring nouns and verbs?

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

How do we recognize common types of texts (e.g., storybooks, poems)?

With prompting and support, how do we describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)?

With prompting and support, how do we 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)?

How do we recognize and produce rhyming words?

How do we pronounce, blend, and segment syllables in spoken words?

How do we know and apply grade-level phonics and word analysis skills in decoding words?

How do we read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does)?

How can we use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell

a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)?

How do we participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)?

How do we ask and answer questions in order to seek help, get information, or clarify something that is not understood?

How do we add drawings or other visual displays to descriptions as desired to provide additional detail?

How do we speak audibly and express thoughts, feelings, and ideas clearly?

How do we form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)?

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 distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings?

Content - What students will know

- 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.
- Phonics and word Recognition: Great readers use decoding strategies to determine words when reading.
- 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, with prompting and support.
- Print Concepts: Great readers can recognize the concepts and use basic features of print.
- Writing: Great writers understand the expectations of Writer's Workshop.
- Writing: Great writers use models from what they read to communicate their messages effectively.
- 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 ask and answer questions.

Language - What language goals support the content?

- Review the objectives with the students. Then show pictures about different traditions. Teacher will display simple sentences about each picture.

- Ask students questions such as: “Yes/No” questions about the text with single words, phrases, or chunks of language in L1. Is Guadalupe cooking with Grandmom? Who is cleaning the kitchen, Mom or Dad? Point to Sarah (partner for reading). Model: stand up, say their name, and sit down again. Follow by “Turn and Talk” “Look” “Listen” “Speak” “Turn” “wait.”
- 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 Story Town Theme 2 Vocabulary, (e.g., feast, appetite, gusto, savor, prepare, urgency, lonely, aroma, remind, surround, preoccupied, tradition,
- Respond to questions nonverbally or with one-or-two-word answers.
- Count syllables in spoken one and two-syllable words in L1 and/or in a single familiar word by repeating and clapping out sounds in small group.
- Students will be able to recognize familiar words in a text; read some common environmental print.
- Define and use the following words: setting, characters, plot, 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.
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts

with peers and adults in small larger groups.

- Follow agreed-upon rules for discussions.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Count, pronounce, blend, and segment syllables in spoken words.
- Know and apply grade level phonics and word analysis skills in decoding words.
- Read common high-frequency words by sight. (the, of, to, you, she, my, is, are, do, does).
- Recognize a
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use frequently occurring nouns and verbs.
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- With guidance and support from adults, explore word relationships and nuances in word meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Recognize and produce rhyming words.
- Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Use frequently occurring nouns and verbs.
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
- Count, pronounce, blend, and segment syllables in spoken words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Actively engage in group reading activities with purpose and understanding.
- Recognize common types of texts (e.g., storybooks, poems).
- 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.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- 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.
- Recognize and name all upper- and lowercase letters of the alphabet.
- 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.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author

and express opinions about them).

- 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.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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- 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.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Instructional Activities - How we teach content and skills

- Follow classroom norms.
- Follow frameworks norms.
- Maintain classroom structure.
- Practice “Turn and Talk” discussion.
- Require students to speak in complete sentences.
- Display group norms together, review about what collaborative conversations looks like and sounds like.
- Participate in the morning meeting and icebreaker activities.
- Follow norms for selecting partners.
- Follow 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.
- Create anchor charts about words with multiple meanings or shades of meaning.
- 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.
- Update anchor charts about how to decode unknown words.
- Use Foundations anchor charts.
- Use the Beanie Baby Strategies.
- Word building strategies.
- Your Pile/My Pile.
- 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
- Create an anchor chart of question words and sentence starters.
- 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.
- 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.
- Follow routines, norms and expectations for the Workshop.
- Add on to anchor chart for routines, norms, and expectations for the Workshop.
- 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.
- Maintain management of Workshop materials and tools.

- Model/practice “think alouds.”
- Model/practice conversations with peers and adults.
- Practice how to write using CVC words and support from the Word Wall.
- Add on to idea notebook to generate ideas for future writing.
- Using Foundations anchor charts.
- 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.
- Practice “Turn and Talk” discussion.
- Require students to speak in complete sentences.
- Develop group norms together about what collaborative conversations look like and sound 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 Tradition and Respect | Theme of Tradition and Respect | |
| Establishing a respectful Community | Establishing a Respectful Community | Building background knowledge from previous experiences. |
| Writing CVC words | Identifying letters/sounds relationships | Build on previous taught classroom community through shared activities and collaborative conversations. |
| Literacy Block norms and expectations | Literacy Block norms and expectations | Review letters/sound relationships and begin building CVC words. Add to the literacy Community chart and norms. |

Key Resources

Holiday Books

Culture Books

<http://blog.maketaketeach.com/10-activities-for-teaching-and-practicing-letters-and-sounds/#> (letter/sound activities)

Foundations

Words Their Way

Destiny

Mentor Text from Writing Fundamentals

Books about traditions and respect

www.readinga-z.com

www.writingfix.org

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 testing
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction

- Think Aloud
- Peer Tutoring
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
- Concrete Experiences
- Goal Setting
- Technology
- Make Predictions
- Scaffolding
- Draw a Picture
- Working Backwards
- Multistep
- Translations (when available and appropriate)

Activities

- Intentional Read Alouds
- Turn and Talk
- Name Games and Activities
- Simon Says
- Matching game
- Nature Walk
- Charades
- Bar Graph
- Collage
- Discussion-Group Activities
- Anchor Charts- Creation and Reference
- Word Walls- Creation, Reference, Games
- Teacher Modeling
- Rhymes, Songs
- Picture Support

Checklist for Students and Teachers

- I can follow commands.
- I can describe a place.
- I can Identify family members.
- I can identify location.
- I can describe ongoing activities.
- I can identify people.
- I can identify and describe furniture.
- I can identify households objects.

- ___ I can objects and where they belong.
- ___ I can sort objects into basic categories.
- ___ I can describe and compare size.
- ___ I can describe daily activities.
- ___ I can utilize new vocabulary in conversation.
- ___ I can utilize phonemic awareness to decode words.
- ___ I can summarize a familiar text.
- ___ I can actively engage in group reading activities with purpose and understanding.
- ___ I can retell a familiar story including key details.
- ___ I can name the illustrator and author and define their roles.
- ___ I can identify the upper and lower case letters “N, L, P & R” and match the sound to the symbol.
- ___ I can identify the upper and lower case “A & E” and their short sound.
- ___ I can identify and read high frequency words (in,on).

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.