

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Kindergarten – Unit/Module1 – Curious About Kindergarten

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In Module 1:

It's the start of kindergarten, and children are brimming with curiosity. Who is my teacher? Will I make friends? What will I learn? In this module, children will find out that the year ahead promises to be full of new experiences. They will meet new people, explore new places, learn new skills, and think of new ideas. Through the interaction with carefully selected texts, student's curiosity will be sparked and they will begin to build knowledge through reading and writing skills. There is a strong social studies connection in this module with a focus on citizenship and belonging.

Essential Question: ***What will I discover in Kindergarten?***

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

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- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 1 – Week 1	<ul style="list-style-type: none"> ● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. ● L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. ● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. ● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. ● 6.3 Active Citizenship in the 21st 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about the joy of kindergarten while reading and discussing School Day! ● Identify characters and setting in a story. ● Practice holding the book right side up. ● Match pictures to text. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Character/Setting ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – Keisha Ann Can ○ Big Book – School Day ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud Big Book – Keisha Ann Can ○ Big Book – School Day ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Story Elements ○ Vocabulary Cards – Power Words: plan, polite, share; Big Idea Words – discover, dream, partner ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match

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	<p>Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>		<p>Pictures to Text – Use echo reading</p> <ul style="list-style-type: none"> Listening Comprehension
<p>Module 1 – Week 1</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Decodables Tabletop Minilessons ELL Tabletop Minilessons Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Cloze Reading Choral Reading Reading Corner – Letter Identification – Have children page through a familiar text with a partner and practice identifying the uppercase letters they have learned about this week. Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Focus this week is to brainstorm questions about preschoolers might have about Kindergarten. 		
<p>Module 1 – Week 2</p>	<ul style="list-style-type: none"> RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. L.RF.K.1. Demonstrate understanding of the organization and basic features of print. L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. L.RF.K.4. Read emergent-reader texts (decodable texts, including 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build knowledge and language about the joy of kindergarten while reading and discussing <u>One Happy Classroom</u>. Identify characters and setting in a story. Practice holding the book right side up. Match pictures to text. Respond to text by drawing and writing. Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Weekly Assessment – Plot Teacher Observation Turn and Talks, Think Pair Share Response to Text – Accountable Talk 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Read Aloud – <u>A Squiggly Story</u> Big Book – <u>One Happy Classroom</u> Materials – Whole Group <ul style="list-style-type: none"> Family Letter to Send Home Get Curious Video – “The First Day” Read Aloud Big Book – <u>A Squiggly Story</u> Big Book – <u>One Happy Classroom</u> myBook Know It, Show It Teacher’s Guide Bookstix Anchor Chart – Story Elements Vocabulary Cards – Power Words: <i>idea, offer, stuck</i>; Big Idea Words – <i>discover,</i>

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	<p>words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <ul style="list-style-type: none"> • L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. • 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. 	<ul style="list-style-type: none"> • KWL Chart 	<p><i>dream, partner</i></p> <ul style="list-style-type: none"> ○ Knowledge Maps • Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ○ Listening Comprehension
Module 1 – Week 2	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Review Plot ○ Reading Corner – Letter Identification – Have children page through a familiar text with a partner and practice identifying the uppercase letters they have learned about this week. ○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that the focus this week is to gather information about kindergarten. They can use what they learn to answer their questions from Week 1. 		
Module 1 – Week 3	<ul style="list-style-type: none"> • RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. • L.RF.K.1. Demonstrate 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Build knowledge and language about the joy of kindergarten while reading and discussing <u>School Bus</u> • Listen to and understand a poem – “Kindergarten Kids.”; Practice alliteration • Practice holding the book right side up. • Match pictures to text. • Respond to text by drawing and writing. • Understand the meaning of new vocabulary 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Read Aloud Big Book – Kindergarten Kids.” ○ Big Book – <u>School Bus</u> • Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud Big Book – Kindergarten Kids.” ○ Big Book – <u>School Bus</u> ○ myBook

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	<p>understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. • L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. • RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book). • L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. • 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. 	<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Rhythm and Rhyme • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart 	<ul style="list-style-type: none"> ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Story Elements ○ Vocabulary Cards – Power Words: clue, mistake, puzzled; Big Idea Words – discover, dream, partner ○ Knowledge Maps • Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ○ Listening Comprehension
<p>Module 1 – Week 3</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Review Plot ○ Reading Corner – Letter Identification – Have children page through a familiar text with a partner and practice identifying the uppercase letters they have learned about this week. ○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that the focus this week is to gather information about kindergarten. They can use what they learn to answer their questions from Week 1. 		

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<p>Module 1 – Week 4</p>	<ul style="list-style-type: none"> • RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. • RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how) • L.RF.K.1. Demonstrate understanding of the organization and basic features of print. • L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. • L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. • L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. • 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Build knowledge and language about the joy of kindergarten while reading and discussing <u>Annie, Bea, and Chi Chi Dolores</u> • Identify the topic and central idea • The different parts of an informational text • Understand how the pictures support the text • Respond to text by drawing and writing. • Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart <p>Summative Assessment: Module Assessment</p>	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Schools Around the World</u> ○ Big Book – <u>Annie, Bea, and Chi Chi Dolores</u> • Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>Schools Around the World</u> ○ Big Book – <u>Annie, Bea, and Chi Chi Dolores</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Central Idea ○ Vocabulary Cards – Power Words: city, country, map; Big Idea Words –discover, dream, partner ○ Knowledge Maps ○ Wrap Up Video – Kindness Matters • Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ○ Listening Comprehension
<p>Module 1 – Week 4</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons 		

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| | <ul style="list-style-type: none">○ Language Graphic Organizer – Express likes and dislikes <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none">○ Cloze Reading○ Choral Reading○ Review Central Idea and Key Details○ Reading Corner – Have children use the PARTNER READING routine to practice reading familiar words accurately or to practice another area of need. Use any familiar text.○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that the focus this week is to present their guidebook pages to the class, and then gather the pages together to make a book. |
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)