

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Kindergarten – Unit/Module 2 – There's Only One Me

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 2:

This module focuses on what makes each individual child special. What do we love to do? What languages do we speak? What makes us unique – our names, our families, our dreams. Students will learn that we are different in so many ways, and that being different is awesome. Further, students will explore what makes each of us one of a kind.

Essential Question: ***What makes us special?***

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).
- 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.

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- 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.

Unit/Module Weekly Learning Activities and Pacing Guide			
20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 2 – 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. ● RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text. ● 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 how we are uniquely different ● Identify the problem and solution. ● Match pictures to text. ● Understand how persuasive text is written. ● 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: Problem/Solution ● 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 – <u>I am Rene, the Boy</u> ○ Big Book – <u>Being Different Rocks</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>I am Rene, the Boy</u> ○ Big Book – <u>Being Different Rocks</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Story Elements ○ Vocabulary Cards – Power Words: <i>participate, pronoun, research</i>; Big Idea Words – <i>celebrate, different, special</i> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Plot – Problem and Solution ○ Understanding Persuasive Text – Author’s POV; Match Pictures to Text – Use echo reading ○ Listening Comprehension

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	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.		
Module 2 – Week 1	<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 – Have children use the PARTNER READING routine to practice reading this week's Decodable Text with fluency or practice another area of need. ○ Research/Inquiry Project – Have groups work on the module project: Who Am I? Flap Book. Remind children that the focus this week is to work collaboratively to generate interview questions and share ideas 		
Module 2 – Week 2	<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. ● RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). ● 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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about how we are uniquely different ● Identify clues about a character ● Identify the central idea in an informational text. ● Match pictures to text. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary; identify synonyms and antonyms. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Character Clues ● 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 – <u>I Like Myself</u> ○ Big Book – <u>ABC I Like Me</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>I Like Myself</u> ○ Big Book – <u>ABC I Like Me</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Story Elements ○ Vocabulary Cards – Power Words: bother, change, same; Big Idea Words – celebrate, different, special ○ Knowledge Maps ● Activities

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	<p>texts (decodable texts, including 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"> ○ Build Background Knowledge ○ Plot – Problem and Solution; Character Clues ○ Understanding Persuasive Text – Author's POV; Match Pictures to Text – Use echo reading ○ Listening Comprehension
Module 2 – 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 ○ Reading Corner – Have children use the PARTNER READING routine to practice reading this week's Decodable Text with fluency or practice another area of need. ○ Research/Inquiry Project – Have groups work on the module project: Who Am I? Flap Book. Remind children that the focus this week is to interview a classmate to find out what makes him or her special. 		
Module 2 – 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 understanding of the organization 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Build knowledge and language about how we are uniquely different • Identify clues about a character • Identify the central idea in an informational text. • Match pictures to text. • Respond to text by drawing and writing. • Understand the meaning of new vocabulary; identify synonyms and antonyms. 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Read Aloud – Snail & Worm Again ○ Big Book – Pete the Cat: Too Cool for School • 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 – School Bus ○ myBook ○ Know It, Show It

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	<ul style="list-style-type: none"> 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. 	Suggested Formative Assessment(s): <ul style="list-style-type: none"> Weekly Assessment – Plot: Problem/Solution Teacher Observation Turn and Talks, Think Pair Share Response to Text – Accountable Talk KWL Chart 	<ul style="list-style-type: none"> Teacher's Guide Bookstix Anchor Chart – Story Elements Vocabulary Cards – Power Words: reflection, share, stripe; Big Idea Words – discover, dream, partner Knowledge Maps Activities <ul style="list-style-type: none"> Build Background Knowledge Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading Listening Comprehension
Module 2 – Week 3	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Decodables Tabletop Minilessons ELL Tabletop Minilessons Language Graphic Organizer Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that the focus this week is to write and draw clues about their partner to create their flap book. <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Cloze Reading Choral Reading Review Plot Reading Corner – Have children complete a Book Review for the text they read with a partner. 		

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<p>Module 2 – 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. • Understand character's thoughts and feelings in a fictional text. • Understand how the pictures support the text • Respond to text by drawing and writing. • Understand the meaning of new vocabulary; identify synonyms and antonyms. <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>Tiny Rabbit's Big Wish</u> ○ Big Book – <u>My Friends</u> • Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>Tiny Rabbit's Big Wish</u> ○ Big Book – <u>My Friends</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Central Idea ○ Vocabulary Cards – Power Words: <i>enormous, height, wish</i>; Big Idea Words <i>–discover, dream, partner</i> ○ Knowledge Maps ○ Wrap Up Video – One of a Kind • Activities <ul style="list-style-type: none"> ○ View and Respond to Wrap Up Videos – One of a Kind ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ○ Listening Comprehension
<p>Module 2 – Week 4</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 – Express likes and dislikes ○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that the focus this week is 		

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- to present their flap book to the class and invite class members to guess who the book is about.
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Small Group/Differentiation – Activities

- 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.

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)