

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Kindergarten – Unit/Module 3 – My Community Heroes

**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 3:**

This module focuses on the importance of a community and all of the important roles that exist within it. Kindergarteners will learn about everyday community heroes such as teachers, mail carriers, mechanics, and artists. Children will see that we accomplish more together, and that they don't need to wait to contribute. Communities are about pooling our unique backgrounds and skills—the more diverse, the better.

Essential Question: ***What makes a community?***

**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)

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- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- 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.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.

### Unit/Module Weekly Learning Activities and Pacing Guide

| 20 - 25 Days             | NJ Standards   | Critical Knowledge & Skills  | Possible Resources & Activities  |
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| <b>Module 3 – Week 1</b> | <ul style="list-style-type: none"> <li>● 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).</li> <li>● 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)</li> <li>● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● 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</li> </ul> | <p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about how we are uniquely different</li> <li>● Identify key details in an informational text.</li> <li>● Understand text features in an informational text..</li> <li>● Match pictures to text.</li> <li>● Understand how persuasive text is written.</li> <li>● Respond to text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Key Details</li> <li>● Teacher Observation</li> <li>● Turn and Talks, Think Pair Share</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul> | <ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <u>Places in My Community</u></li> <li>○ Big Book – <u>Map My Neighborhood</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – The Playground</li> <li>○ Read Aloud – <u>Places in My Community</u></li> <li>○ Big Book – <u>Map My Neighborhood</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Key Details</li> <li>○ Vocabulary Cards – Power Words: <b>earn, safe, together;</b> Big Idea Words – <b>community, location, neighbor</b></li> <li>○ Knowledge Maps</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> <li>○ Identify key details and text features in an</li> </ul> </li> </ul> |

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|                          | <ul style="list-style-type: none"> <li>support comprehension.</li> <li>L.K.L.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>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.</li> </ul>  |   | <p>informational text</p> <ul style="list-style-type: none"> <li>Listening Comprehension</li> </ul>  |
| <b>Module 3 – Week 1</b> | <p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>Decodables</li> <li>Tabletop Minilessons</li> <li>ELL Tabletop Minilessons</li> <li>Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>Cloze Reading</li> <li>Choral Reading</li> <li>Practice summarizing a text.</li> <li>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.</li> <li>Research/Inquiry Project – Have groups work on the module project: Build a Community: Remind children that their focus this week is to brainstorm places they will add to their model.</li> </ul> |   |  |
| <b>Module 3 – Week 2</b> | <ul style="list-style-type: none"> <li>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).</li> <li>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)</li> <li>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a</li> </ul>  | <p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Build knowledge and language about how we are uniquely different</li> <li>Identify clues about a character</li> <li>Identify text features in an informational text.</li> <li>Match pictures to text.</li> <li>Respond to text by drawing and writing.</li> <li>Understand the meaning of new vocabulary; identify synonyms and antonyms.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> | <ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Read Aloud – <u>Quinto's Neighborhood</u></li> <li>Big Book – <u>ABC The Alphabet from the Sky</u></li> </ul> </li> <li>Materials – Whole Group <ul style="list-style-type: none"> <li>Family Letter to Send Home</li> <li>Get Curious Video – "The First Day"</li> <li>Read Aloud – <u>Quinto's Neighborhood</u></li> <li>Big Book – <u>ABC The Alphabet from the Sky</u></li> <li>myBook</li> <li>Know It, Show It</li> <li>Teacher's Guide</li> </ul> </li> </ul> |

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|                          | <ul style="list-style-type: none"> <li>story.</li> <li>• L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>• L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>• 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.</li> <li>• L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>• 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</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly Assessment – Describe Characters</li> <li>• Teacher Observation</li> <li>• Turn and Talks, Think Pair Share</li> <li>• Response to Text – Accountable Talk</li> <li>• KWL Chart</li> </ul> | <ul style="list-style-type: none"> <li>○ Bookstix</li> <li>○ Anchor Chart – Character Clues; Text Features</li> <li>○ Vocabulary Cards – Power Words: <b>busy, help, neighborhood</b>; Big Idea Words – <b>celebrate, different, special</b></li> <li>○ Knowledge Maps</li> <li>• Activities <ul style="list-style-type: none"> <li>○ Build Background Knowledge</li> <li>○ Plot – Character Clues</li> <li>○ Listening Comprehension</li> </ul> </li> </ul> |
| <b>Module 3 – Week 2</b> | <p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ 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.</li> <li>○ Research/Inquiry Project – Have groups work on the module project: Who Am I? Flap Book. Remind children that their focus this week is to gather information about one place in their community.</li> </ul>   |  |  |

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| <p><b>Module 3 – Week 3</b></p> | <ul style="list-style-type: none"> <li>• 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).</li> <li>• RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>• L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>• L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>• 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.</li> <li>• L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>• 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.</li> </ul> | <p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Build knowledge and language about how we are uniquely different</li> <li>• Identify clues about a character</li> <li>• Match pictures to text.</li> <li>• Respond to text by drawing and writing.</li> <li>• Understand the meaning of new vocabulary; identify synonyms and antonyms.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment – Character Clues</li> <li>• Teacher Observation</li> <li>• Turn and Talks, Think Pair Share</li> <li>• Response to Text – Accountable Talk</li> <li>• KWL Chart</li> </ul> | <ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <u><a href="#">A Bucket of Blessings</a></u></li> <li>○ Big Book – <u><a href="#">Bo and Peter</a></u></li> </ul> </li> <li>• Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – “The First Day”</li> <li>○ Read Aloud Big Book – <u><a href="#">A Bucket of Blessings</a></u></li> <li>○ Big Book – <u><a href="#">Bo and Peter</a></u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart –Character Clues</li> <li>○ Vocabulary Cards – Power Words: <b><i>hope, wonderful, worried;</i></b> Big Idea Words – <b><i>discover, dream, partner</i></b></li> <li>○ Knowledge Maps</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Build Background Knowledge</li> <li>○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading</li> <li>○ Listening Comprehension</li> </ul> </li> </ul> |
| <p><b>Module 3 – Week 3</b></p> | <p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> <li>○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that their focus this week is to build their place in the community, using cardboard, plastic bottles, and paper.</li> </ul> <p>Small Group/Differentiation – Activities</p>   |  |   |

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|                              | <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Review Plot</li> <li>○ Reading Corner – Have children complete a Book Review for the text they read with a partner.</li> </ul>  |  |   |
| <b>Module 3 –<br/>Week 4</b> | <ul style="list-style-type: none"> <li>● 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).</li> <li>● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● 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)</li> <li>● 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).</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● 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.</li> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value</li> </ul> | <p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about the joy of kindergarten.</li> <li>● Understand character's thoughts and feelings in a fictional text.</li> <li>● Understand how the pictures support the text</li> <li>● I can recognize the rhythm and rhyme in a poem.</li> <li>● Respond to text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Turn and Talks, Think Pair Share</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul> <p><b>Summative Assessment: Module Assessment</b></p> | <ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <u>A Piece of Home</u></li> <li>○ Big Book – <u>Where We Live: "Welcome," "My Neighborhood," and "Homes"</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – "The First Day"</li> <li>○ Read Aloud – <u>A Piece of Home</u></li> <li>○ Big Book – <u>Where We Live: "Welcome," "My Neighborhood," and "Homes"</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Character Clues</li> <li>○ Vocabulary Cards – Power Words: <b>brave, expect, ordinary; Big Idea Words –discover, dream, partner</b></li> <li>○ Knowledge Maps</li> <li>○ Wrap Up Video – Let's Go to Work</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ View and Respond to Wrap Up Videos – One of a Kind</li> <li>○ Build Background Knowledge</li> <li>○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading</li> <li>○ Poetry – Rhythm/rhyme</li> <li>○ Listening Comprehension</li> </ul> </li> </ul> |

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|                              | diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.  |  |  |
| <b>Module 3 –<br/>Week 4</b> | <p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer – Express likes and dislikes</li> <li>○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that their focus this week is to present their community model.</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Review Central Idea and Key Details</li> <li>○ 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.</li> </ul> |  |  |

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

[ELA Enduring Understanding Statements](#)