

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Kindergarten – Unit/Module 7 – Zoom In

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 7:

In this module, Kindergarteners have the opportunity to be natural explorers. They will be guided to stop and look closely at new things – or at familiar things in new ways to make rich discoveries. The texts in this module inspire children to zoom in, whether it's exploring a fascinating corner of nature, like the world of ants, or appreciating beauty in everyday experiences, like a man strumming his guitar on the bus. Children will look closely, think differently, ask questions, and make connections.

Essential Question: ***What can I learn when I look closely?***

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

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- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- 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.
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Unit/Module Weekly Learning Activities and Pacing Guide			
20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities **
Module 7 – Week 1	● 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	Obj. We are learning to: ● Build knowledge and language about noticing, experiencing, and appreciating new things in the world around you while reading and discussing Last Stop on Market Street. ● Retell characters, setting, and main events in a story using your own words. ● Identify and describe the setting in the beginning, middle, and end of a story. ● Build knowledge and language about looking closely and using imagination ● to see the many different things a box can be while reading and discussing Not a Box. ● Make and check predictions about a story. ● Identify characters, setting, and events in fiction. ● Recognize end marks and read sentences with appropriate intonation. ● Make and describe connections between illustrations and text. ● Blend and read words using previously taught decoding skills.	● Texts ○ Read Aloud Book: <u>Last Stop on Market Street</u> ○ Big Book: <u>Not a Box</u> ● Materials – Whole Group ○ Family Letter to Send Home ○ Get Curious Video –A Closer Look ○ Read Aloud Book: <u>Last Stop on Market Street</u> ○ Big Book: <u>Not a Box</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Retell a Story, Make and Check Predictions ○ Vocabulary Cards – Power Words: familiar, free, witness; Big Idea Words – watch, wonder, world ● Activities ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Ask and answer questions ○ Retell a story ○ Describe setting

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	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. ● K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	● Respond to text by drawing and writing. Suggested Formative Assessment(s): ● Weekly Assessment – Setting, Irregular Words, Phonics – Digraph ch ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart	○ Make and check predictions ○ Print Concepts: End Punctuation ○ Describe connections ○ Foundational skills in context ○ Response to Text ○ Listening comprehension
Module 7 – Week 1	Small Group/Differentiation – Materials – Small Group/Differentiation ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer Small Group/Differentiation – Activities ○ Cloze Reading ○ Choral Reading ○ Review Key Details ○ 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: My Five Senses Poster; Remind children that their focus this week is to collaborate and share ideas about objects found in the classroom and record their ideas on a chart.		
Module 7 – Week 2	● 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.CI.K.2. With prompting and support, identify the main topic and key details	Obj. We are learning to: ● Build knowledge and language about connecting with the world by appreciating nature when reading and discussing I Know the River Loves Me. ● Ask and answer questions about a story. ● Identify characters, setting, and events in fiction. ● Use the five senses to visualize what is happening in a story.	● Texts ○ Read Aloud – <u>I Know The River Loves Me</u> ○ Big Book – <u>Look Alike Animals</u> ● Materials – Whole Group ○ Family Letter to Send Home ○ Read Aloud – <u>I Know The River Loves Me</u> ○ Big Book – <u>Look Alike Animals</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide

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	of 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. ● 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. ● K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	● Use picture and text clues to describe the setting in a story. ● Respond to text by drawing and writing. ● Build knowledge and language about looking closely at similar animals to compare them when reading and discussing Look-Alike Animals. ● Identify the topic and central idea of an informational text. ● Recognize end marks and read sentences with intonation. ● Identify how text structure contributes to author's purpose. ● Blend and read words using previously taught decoding skills. Suggested Formative Assessment(s): ● Weekly Assessment – Setting, Irregular Words, Phonics – Digraph ck ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart	○ Bookstix ○ Anchor Chart – Picture It, Author's Purpose ○ Vocabulary Cards – Power Words: close, flow, visit; Big Idea Words – watch, wonder, world ○ Knowledge Maps ● Activities ○ Build Background Knowledge ○ Key Details ○ Ask and answer questions ○ Picture It! ○ Describe setting ○ Print concepts: End Punctuation ○ Author's Purpose ○ Foundational skills in context ○ Listening Comprehension
Module 7 – Week 2	Small Group/Differentiation – Materials – Small Group/Differentiation ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer		

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	Small Group/Differentiation – Activities ○ Cloze Reading ○ Choral Reading ○ Review Key Details ○ 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 their focus this week is to research information about each of the five senses and then to collect objects that demonstrate the use of each sense.		
Module 7 – Week 3	● 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.	Obj. We are learning to: ● Build knowledge and language about looking closely at the world of nature and asking questions about it when reading and discussing Me . . . Jane. ● Discuss the characteristics of a biography. ● Identify people, places, and events in a true story. ● Make inferences to answer questions about a true story. ● Make and describe connections between illustrations and text. ● Build knowledge and language about watching chimpanzees closely to learn about them when reading and discussing Jane Goodall and the Chimpanzees. ● Identify people, places, and events in a text. ● Recognize end marks and read sentences with appropriate intonation. ● Compare and contrast two texts on the same topic. ● Blend and read words using previously taught decoding skills. ● Respond to text by drawing and writing Suggested Formative Assessment(s): ● Weekly Assessment – Make Connections, Irregular Words, Phonics: Digraphs wh, nj ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk	● Texts ○ Read Aloud – <u>Me...Jane</u> ○ Big Book – <u>Jane Goodall and the Chimpanzee</u> ● Materials – Whole Group ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>Me...Jane</u> ○ Big Book – <u>Jane Goodall and the Chimpanzee</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart –Make Inferences ○ Vocabulary Cards – Power Words: curious, observe, study Big Idea Words –watch, wonder, world ○ Knowledge Maps ● Activities ○ Build Background Knowledge ○ Make Inferences ○ Describe Connections ○ Print Concepts: End Punctuation ○ Compare and Contrast ○ Response to Text ○ Key Details ○ Listening Comprehension

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		• KWL Chart	
Module 7 – Week 3	Small Group/Differentiation – Materials – Small Group/Differentiation ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer ○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that their focus this week is to finish gathering objects to represent each sense and plan their poster. Small Group/Differentiation – Activities ○ Cloze Reading ○ Choral Reading ○ Review Compare and Contrast ○ Reading Corner – Have children complete a Book Review for the text they read with a partner.		
Module 7 – Week 4 **	• 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	Obj. We are learning to: • Build knowledge and language about respecting and sharing space with the tiniest living things when reading and discussing Please Don't Step on Me. • Identify the characteristics of persuasive texts. • Evaluate details to determine their importance. • Identify opinions and reasons in a persuasive text. • Respond to text by drawing and writing. • Build knowledge and language about respecting and sharing space with the tiniest living things when reading and discussing Please Don't Step on Me. • Identify the characteristics of persuasive texts. • Evaluate details to determine their importance. • Identify opinions and reasons in a persuasive text. • Respond to text by drawing and writing. Suggested Formative Assessment(s): • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk	• Texts ○ Read Aloud – <u>Please Don't Step On Me</u> ○ Big Book –<u>Ants</u> • Materials – Whole Group ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>Please Don't Step On Me</u> ○ Big Book –<u>Ants</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Persuasive Texts, What is Most Important?, Text Features ○ Vocabulary Cards – Power Words: <i>sunshine, cocoon, colony</i>; Big Idea Words <i>–watch, wonder, world</i> ○ Knowledge Maps ○ Wrap Up Video – “Zoom In” • Activities ○ View and Respond to Wrap Up Videos – One of a Kind

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	understanding by working collaboratively to address the challenges that are inherent in	• KWL Chart Summative Assessment: Module Assessment	○ Build Background Knowledge ○ Persuasive Texts ○ Opinions and Reasons ○ Text Features ○ Print Concepts: End Punctuation ○ Make Connections ○ Response to text ○ Listening Comprehension
Module 7 – Week 4	Small Group/Differentiation – Materials – Small Group/Differentiation ○ 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 their focus this week is to present their My Five Senses Poster to the class Small Group/Differentiation – Activities ○ Cloze Reading ○ Choral Reading ○ Review Poetry- Rhythm/Rhyme ○ 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](#)