

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.
- **W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.**
- **L.WF.K.3 Demonstrate command of the conventions of sentence composition.**
- **W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.**

Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities **
<p>Module 7 – Week 1</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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud Book: <u>Last Stop on Market Street</u> ○ Big Book: <u>Not a Box</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ 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 – research writing ○ Instructional Vocabulary –punctuation, question, research, source, writing process ○ Vocabulary Cards – Power Words: familiar, free, witness; Big Idea Words – watch, wonder, world ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video

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	<p>emergent-reader 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. ● K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 	<ul style="list-style-type: none"> ● Blend and read words using previously taught decoding skills. ● Respond to text by drawing and writing. ● To review interrogatives ● To begin research for a writing piece <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment –Students will begin to conduct research. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ○ Build Background Knowledge ○ Ask and answer questions ○ Retell a story ○ Describe setting ○ Make and check predictions ○ Print Concepts: End Punctuation ○ Describe connections ○ Foundational skills in context ○ Response to Text ○ Listening comprehension ○ Several grammar and writing activities including: ○ CHOOSE A RESEARCH TOPIC ○ Display the Writing Anchor Chart: Choosing a Topic. Say: Remember that writers start by thinking of ideas and making a plan. When you are doing a research report, start by thinking about topics you want to learn more about. Discuss the TAP (Topic, Audience, Purpose) for this assignment. <p>I DO – Model generating ideas. Say: We are going to write a research report about a tiny animal. But I need to decide which animal I want to learn more about. I could learn more about an ant, or a bee, or a mouse. Draw and write your ideas on the board. I think I'll choose bee. Circle it.</p> <ul style="list-style-type: none"> ○ ○ WE DO – Work with children to make a list of tiny animals they would like to learn more about. Say: Think about some tiny animals you want to learn about. What are they? Draw and write the ideas on the board. Have a
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			<p>volunteer choose one and model circling it. Say an oral sentence and have children repeat: I want to learn about blank.</p> <ul style="list-style-type: none"> ○ YOU DO – Have children work in small groups or independently to generate their ideas. Tell them to think about tiny animals they want to know about. If children are ready, have them write the name of each animal. Then have children circle one animal they want to write about.
<p>Module 7 – 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 ○ 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. ○ Writing Corner – Write the Room: Digraph ch – Have the children “Write the Room” to find and write words with the digraph ch; Manuscript – d,D, g,G, q, Q – using handwriting models to practice handwriting ○ 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. 		
<p>Module 7 – 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, 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about connecting with the world by appreciating nature when reading and discussing I Know the River Loves Me. 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>I Know The River Loves Me</u> ○ Big Book –<u>Look Alike Animals</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home

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	<p>what, where, when, why, how).</p> <ul style="list-style-type: none"> ● 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. ● 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. ● W.RW.K.7. With 	<ul style="list-style-type: none"> ● 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. ● 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. ● Respond to text by drawing and writing. ● To review conjunctions ● To continue working on an expository writing piece for a writing piece <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment –Students will begin to draft their expository writing. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ○ 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 ○ Bookstix ○ Anchor Chart – research writing, writing process ○ Instructional Vocabulary –conjunction, details, research, topic sentence, writing process, edit, revise ○ Vocabulary Cards – Power Words: close, flow, visit; Big Idea Words – watch, wonder, world ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ 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 ○ Several grammar and writing activities including: ○ Use the Read Aloud Book: <u>I Know the River Loves Me</u> as a focal text to review the conjunctions because and and. Say: Remember, conjunctions are words that join two words or phrases together in a sentence. Because tells us why something is the way it is. And tells us there will be more than one thing or idea.
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	<p>prompting and support, engage in brief but regular writing and drawing tasks.</p> <ul style="list-style-type: none"> ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 		<p>I DO Display page 4 and read it aloud. Model identifying the conjunction. Say: I know the river loves me because I can hear her calling me as soon as I am close. This sentence has two parts or ideas: I know the river loves me; I can hear her calling me as soon as I am close. The word that joins them together is because. It tells why.</p> <p>WE DO – Display page 8 and read it aloud. Work with children to identify the conjunction and. Say: What are the two ideas in this sentence? (I run to her side; she cools me down.) What word joins them together? (and) It tells there is more than one idea.</p> <p>YOU DO –Display page 11 and read it aloud. Have children identify the conjunction. (because) Have children practice saying and or because in oral sentences with a partner.</p>
<p>Module 7 – Week 2</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables 		

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	<ul style="list-style-type: none"> ○ 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 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. ○ Writing Corner – Have children work on their research writing; Manuscript – S,s, F,f,E,e – using handwriting models to practice handwriting ○ 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. 		
<p>Module 7 – Week 3</p>	<ul style="list-style-type: none"> ● 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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Respond to text by drawing and writing. ● To review adjectives and verbs 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Me...Jane</u> ○ Big Book – <u>Jane Goodall and the Chimpanzee</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ 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 – research writing ○ Instructional Vocabulary adjective, research, source, verb, writing process, question, central idea, topic ○ Vocabulary Cards – Power Words: curious, observe, study Big Idea Words –watch, wonder, world ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Make Inferences ○ Describe Connections

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	<p>challenges that are inherent in living in an interconnected world</p> <ul style="list-style-type: none"> ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 	<ul style="list-style-type: none"> ● To continue research for a writing piece <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment –Students will continue to draft their expository writing. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ○ Print Concepts: End Punctuation ○ Compare and Contrast ○ Response to Text ○ Key Details ○ Listening Comprehension ○ Several grammar and writing activities including: <i>using adjectives and verbs to make sentences more interesting.</i> <p>I DO – Say and write two sentences. Model identifying the adjectives and choosing which one is stronger. Say: It has a weak wing. It has a bad wing. The adjectives weak and bad both describe the wing. But weak is a stronger adjective. It tells more detail about the wing. Underline the first sentence.</p> <p>WE DO – Say and write two other sentences. Work with children to choose which sentence has the stronger verb. Say: She hits a gong. She bangs a gong. What are the verbs? Hits, bangs. Which sentence is clearer? She bangs a gong. Have a volunteer underline the second sentence.</p> <p>YOU DO – Say and write two sentences. Have children choose</p>
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			<p>which sentence has the stronger adjective. Say: That is a pretty ring. That is a nice ring. Which sentence is clearer? (That is a pretty ring.) Have partners say another sentence using the stronger adjective.</p> <p>Repeat the YOU DO process with the following sentences:</p> <p>Dan moves the whip. / Dan cracks the whip.</p> <p>The room is dim. / The room is black.</p> <p>Its fang is little. / Its fang is thin.</p>
<p>Module 7 – 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 ○ 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. <p>Small Group/Differentiation – Activities</p>		

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	<ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Review Compare and Contrast ○ Writing Corner –Have students sort words cards of verbs and adjectives; Manuscript – V,v,W,w – using handwriting models to practice handwriting ○ Reading Corner – Have children complete a Book Review for the text they read with a partner. 		
<p>Module 7 – Week 4</p>	<ul style="list-style-type: none"> ● 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 ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● Respond to text by drawing and writing. ● To review writing a complete sentence. ● To draft and revise an expository piece of writing. <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>Please Don't Step On Me</u> ○ Big Book –<u>Ants</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ 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 – research writing, writing process ○ Instructional Vocabulary – predicate, research, sentence, subject, writing process, central idea, details, research, sentence, subject, topic sentence, edit, visual ○ Vocabulary Cards – Power Words: sunshine, cocoon, colony; Big Idea Words –watch, wonder, world ○ Knowledge Maps ○ Wrap Up Video – “Zoom In” ● Activities <ul style="list-style-type: none"> ○ View and Respond to Wrap Up Videos – One of a Kind ○ Build Background Knowledge ○ Persuasive Texts ○ Opinions and Reasons ○ Text Features ○ Print Concepts: End Punctuation ○ Make Connections

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	<p>conventions of sentence composition.</p> <ul style="list-style-type: none"> • W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. . • 		<ul style="list-style-type: none"> ○ Response to text ○ Listening Comprehension ○ Several grammar and writing activities including: PUBLISH A RESEARCH REPORT – Display the Writing Anchor Chart: Writing Process to review the steps. Say: Now that we have a revised draft with a visual, it's time to publish it. When we publish our writing, we make a clean copy and present it to our audience. <p>I DO – Model writing part of your research report with good handwriting. Say: Here is my topic sentence: Chimpanzees are amazing animals! I can include my picture and caption to show my readers.</p> <p>WE DO – Have one or two volunteers present their final research reports. Ask questions about the work. Say: How did you begin your sentences? How did you end your sentences? What sources did you use?</p> <p>YOU DO – Have children use the SHARE CHAIR to present their final research reports to the class. Remind them to use a clear speaking voice and to make eye contact with their audience. Tell audience members to practice good listening skills.</p>
<p>Module 7 – Week 4</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables 		

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- 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.
- **Writing Corner –Have children work on their brief research report; Manuscript – c,Co,O,a,A – using handwriting models to practice handwriting**

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

[ELA Enduring Understanding Statements](#)