

Curriculum Design

Content Area: Reading/Language Arts

Course Title: General Reading/Language Arts	Grade Level: Kindergarten
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Unit 1- All Together Now	6 Weeks
Unit 2- Animals Live Here	6 Weeks
Unit 3- Watch Me Change	6 Weeks
Unit 4- Let's Explore	6 Weeks
Unit 5- Going Places	6 Weeks

Date Created: July 2012

Board Approved on: August 23, 2012

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 1 Overview	
Content Area: Reading/Language Arts	
Unit 1 Title: All Together Now	
Grade Level: Kindergarten	
Unit Summary: How do we live, work and play together?	
Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.	
21st century themes: 21 st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency	
Learning Targets	
Standards: Unit 1 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards	
Reading Literature <ul style="list-style-type: none">• Character• Setting• Sequence• Classify & Categorize	Reading Informational Text <ul style="list-style-type: none">• Character• Setting• Sequence• Classify & Categorize
Reading Foundational Skills <ul style="list-style-type: none">• Build Background• Words in a Sentence• Syllables in a word• Letter naming• Letter recognition• Sound Discrimination• Phoneme isolation	Speaking and Listening <ul style="list-style-type: none">•Listening•Drama-Respond to Literature•Listen for Rhyme and Rhythm•Talk about Me•Announcements and messages

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<p>Writing</p> <ul style="list-style-type: none"> • Shared, modeled, interactive and independent • High Frequency Words 	<p>Language</p> <ul style="list-style-type: none"> • Say Our names • Write Our names • What we look like • What we can do • Nouns for people and animals • Nouns for places and things
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.k.1.c	Understand that words are separated by spaces in print.
RF.k.1.d	Recognize and name all upper-and lowercase letters of the alphabet
RF.k.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes).
RF.k.2.a	Recognize and produce rhyming words.
RF.k.2.b	Count, pronounce, blend, and segment syllables in spoken words.
RF.k.2.d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *This does not include CVC s ending with /l/, /r/, or /x/.)
RF.k.3.c	Read common High Frequency words by sight.(e.g. the, of , to, you, she, my, is, are, do, does).
	Literature
RL.k.3	With prompting and support, identify characters, settings and major events in a story.
	Speaking/Listening
SL.k.1.a	Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).
SL k.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	Language
L.k.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.k.1.a	Print many upper-and lowercase letters.
L.k.5.a	Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.

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Unit Essential Questions

- How does listening to my teacher model and talk while reading help me understand?
- How does knowing letters and sounds help me to be a reader and writer?
- What helps me write letters and words?
- Why are sight words important?
- What do good readers do?
- What do good listeners do?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition
Leveled Readers
Literacy Centers
NJ Daily Practice Book
Phonics and/or Spelling Books
Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.pearsonsuccessnet.com

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Unit 2 Overview

Content Area: Reading/Language Arts

Unit 2 Title: Animals Live Here

Grade Level: Kindergarten

Unit Summary: Where do animals live?

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students' understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Learning Targets

Standards:

Unit 2 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.

Reading Literature

- Compare & Contrast
- Setting
- Main Idea
- Realism & Fantasy
- Sequence

Reading Informational Text

- Compare & Contrast
- Setting
- Main Idea
- Realism & Fantasy
- Sequence

Reading Foundational Skills

- Oral Blending
- Sound Discrimination
- Phoneme isolation
- Phoneme Segmentation

Speaking and Listening

- Listen for Sequence
- Listen for Directions, Setting, Plot
- Discussions
- Give Description

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<p>Writing</p> <ul style="list-style-type: none"> • Shared, modeled, interactive and independent • High Frequency Words 		<p>Language</p> <ul style="list-style-type: none"> • Plural nouns • Adjectives; Colors & Shapes • Adjectives; Sizes & Numbers • Adjectives; Opposites • Adjectives 	
CPI #	Cumulative Progress Indicator (CPI)		
	Foundational Skills		
RF.K.2.d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *This does not include CVC s ending with /l/, /r/, or /x/.)		
RF.K.3	With prompting and support, identify characters, settings, and major events in a story.		
RF.K.3.a	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.		
RF.K.3.c	Read common High Frequency words by sight.(e.g. the, of , to, you, she, my, is, are, do, does).		
	Speaking/Listening		
SL.k.1.a	Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).		
SL.k.1.b	Continue a conversation through multiple exchanges.		
SL.k.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
SL.k.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
	Literature		
RL.k.3	With prompting and support, identify characters, settings and major events in a story.		
RL.k.2	With prompting and support, retell familiar stories, including key details.		
RL.k.5	Recognize common types of texts (e.g., storybooks, poems).		
RL.k.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		

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	Language	
L.k.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.k.1.b	Use frequently occurring nouns and verbs.	
L.k.5	With guidance and support from adults, explore world relationships and nuances in word meanings.	
L.k.5.a	Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.	
L.k.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
	Informational Text	
RI.k.2	With prompting and support, identify the main topic and retell key details of a text.	
RI.k.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
	Writing	
W.k.2	Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
W.k.3	Use a combination of drawing, dictating, and writing to narrate a single event of several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
Unit Essential Questions		
<ul style="list-style-type: none"> • How does listening to my teacher model and talk while reading help me understand? • How does knowing letters and sounds help me to be a reader and writer? • What helps me write letters and words? • Why are sight words important? • What do good readers do? • What do good listeners do? 		
Evidence of Learning		
Formative Assessments:		Summative Assessments:
<ul style="list-style-type: none"> • Baseline Test • Unit Benchmark Assessments • Fresh Reads for Differentiated Test Practice • Online SUCCESS 		<ul style="list-style-type: none"> • Selection Tests • End of Year Benchmark Assessments • Online SUCCESS

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Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

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Unit 3 Overview

Content Area: Reading/Language Arts

Unit 3 Title: Watch Me Change

Grade Level: Kindergarten

Unit Summary: How do people, plants and animals grow and change?

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students' understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency

Learning Targets

Standards:

Unit 3 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards

Reading Literature

- Compare & Contrast
- Plot
- Cause & Effect
- Draw Conclusions
- Main Idea

Reading Informational Text

- Compare & Contrast
- Plot
- Cause & Effect
- Draw Conclusions
- Main Idea

Reading Foundational Skills

- Phoneme isolation
- Phoneme Segmentation
- Oral Blending

Speaking and Listening

- Respond to Literature
- Sequence
- Recite Rhymes
- Oral Presentation
- Messages and Letters
- Ask & Answer Questions
- Give directions

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<p>Writing</p> <ul style="list-style-type: none"> • Shared, modeled, interactive and independent • High Frequency Words 	<p>Language</p> <ul style="list-style-type: none"> • Verbs • Verbs that add –s • Verbs for now and the past • Sentences
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.k.2.a	Recognize and produce rhyming words.
RF.k.2.c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.k.2.d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *This does not include CVC s ending with /l/, /r/, or /x/.)
RF.k.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.k.3	With prompting and support, identify characters, settings, and major events in a story.
RF.k.3.a	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
RF.k.3.c	Read common High Frequency words by sight.(e.g. the, of , to, you, she, my, is, are, do, does).
	Literature
RL.k.1	With prompting and support, ask and answer questions about the key details in a text.
RL.k.3	With prompting and support, identify characters, settings and major events in a story.
	Speaking/Listening
SL.k.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.k.1.a	Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).
	Language
L.k.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.k.1.b	Use frequently occurring nouns and verbs.
L.k.1.f	Produce and expand complete sentences in shared language activities.

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L.k.4.b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
	Informational Text
RI.k.2	With prompting and support, identify the main topic and retell key details of a text.
RI.k.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.k.8	With prompting and support, identify the reasons an author gives to support points in a text.
	Writing
W.k.2	Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.k.3	Use a combination of drawing, dictating, and writing to narrate a single event of several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Unit Essential Questions

- How does listening to my teacher model and talk while reading, help me understand?
- What do good readers do?
- What do I think and feel about what I read?
- What is happening in the story?
- How do I know if I understand what is happening in the story
- What makes me want to read?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman’s Reading Street Student Edition
 Leveled Readers
 Literacy Centers
 NJ Daily Practice Book
 Phonics and/or Spelling Books
 Grammar and Writing Book

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Recommended Online Resources:

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Unit 4 Overview

Content Area: Reading/Language Arts

Unit 4 Title: Let's Explore

Grade Level: Kindergarten

Unit Summary: Where will our adventures take us?

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students' understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency

Learning Targets

Standards:

Unit 4 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards

Reading Literature

- Sequence
- Cause & Effect
- Character
- Classify & Categorize
- Setting

Reading Informational Text

- Sequence
- Cause & Effect
- Character
- Classify & Categorize
- Setting

Reading Foundational Skills

- Phoneme isolation
- Phoneme Segmentation
- Oral Blending
- Consonant Blends
- Syllables in a Word
- Sound Discrimination
- Segment Syllables
- High Frequency words

Speaking and Listening

- Ask & Answer Questions
- Drama-Respond to Literature
- Discuss Literature
- Sequence
- Oral Presentation
- Discuss Literary Element –Plot

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<p>Writing</p> <ul style="list-style-type: none"> • Shared , modeled, interactive and independent • High Frequency Words 	<p>Language</p> <ul style="list-style-type: none"> • Naming Parts • Complete Sentences • Capitals and Periods • The pronoun I
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.k.2.c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.k.2.d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *This does not include CVC s ending with /l/, /r/, or /x/.)
RF.k.3	With prompting and support, identify characters, settings, and major events in a story.
RF.k.3.a	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
RF.k.3.c	Read common High Frequency words by sight.(e.g. the, of , to, you, she, my, is, are, do, does).
	Literature
RL.k.2	With prompting and support, retell familiar stories, including key details.
RL.k.3	With prompting and support, identify characters, settings and major events in a story.
RL.k.5	Recognize common types of texts (e.g., storybooks, poems).
	Speaking/Listening
SL.k.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL k.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	Informational Text
RI.k.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	Language
L.k.1.f	Produce and expand complete sentences in shared language activities.
L.k.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.k.2.a	Capitalize the first word in a sentence and the pronoun I.

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L.k.5.a	Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
	Writing
W.k.2	Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.k.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Unit Essential Questions

- How does listening to my teacher model and talk while reading, help me understand?
- What do good readers do?
- What do I think and feel about what I read?
- What is happening in the story?
- How do I know if I understand what is happening in the story
- What makes me want to read?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition
 Leveled Readers
 Literacy Centers
 NJ Daily Practice Book
 Phonics and/or Spelling Books
 Grammar and Writing Book

Recommended Online Resources:

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- www.njcccs.org
- www.parconline.org
- www.pearsonsuccessnet.com

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Unit 5 Overview

Content Area: Reading/Language Arts

Unit 5 Title: Going Places

Grade Level: Kindergarten

Unit Summary: How do people get from here to there?

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency

Learning Targets

Standards:

Unit 5 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards

Reading Literature

- Realism & fantasy
- Cause & Effect
- Compare & Contrast
- Plot
- Main Idea
- Draw Conclusions

Reading Informational Text

- Realism & fantasy
- Cause & Effect
- Compare & Contrast
- Plot
- Main Idea
- Draw Conclusions

Reading Foundational Skills

- Phoneme isolation
- Phoneme Segmentation
- Oral Blending
- Consonant Blends
- Syllables in a Word
- Sound Discrimination
- Segment Syllables
- High Frequency words

Speaking and Listening

- Recite Literature
- Discuss Fact and Opinion
- Interpret Information
- Discuss Literary Element –Character, Setting
- Oral Presentation – Book Report

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<p>Writing</p> <ul style="list-style-type: none"> • Shared, modeled, interactive and independent • High Frequency Words 	<p>Language</p> <ul style="list-style-type: none"> • Questions • Capitals and Question Marks • Dates • Nouns • Nouns in Sentences • Verbs
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.k.2.c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.k.2.d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *This does not include CVC s ending with /l/, /r/, or /x/.)
RF.k.3	With prompting and support, identify characters, settings, and major events in a story.
RF.k.3.a	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
RF.k.3.b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.k.3.c	Read common High Frequency words by sight.(e.g. the, of , to, you, she, my, is, are, do, does).
	Speaking/Listening
SL.k.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.k.3	Ask and answer questions in order to seek help, get information from experiences or gather information from provided sources to answer a question.
	Language
L.k.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.k.1.b	Use frequently occurring nouns and verbs.
L.k.1.d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.k.2.b	Recognize and name end punctuation
	Literature
RL.k.1	With prompting and support, ask and answer questions about the key details in a

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	text.
RL.k.3	With prompting and support, identify characters, settings and major events in a story.
RL.k.5	Recognize common types of texts (e.g., storybooks, poems).
	Informational Text
RI.k.1	With prompting and support, identify characters, settings, and major events in a story.
RI.k.2	With prompting and support, identify the main topic and retell key details of a text.
RI.k.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.k.8	With prompting and support, identify the reasons an author gives to support points in a text.
	Writing
W.k.2	Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.k.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Unit Essential Questions	
<ul style="list-style-type: none"> • How does listening to my teacher model and talk while reading, help me understand? • What do good readers do? • What do I think and feel about what I read? • What is happening in the story? • How do I know if I understand what is happening in the story • What makes me want to read? 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> • Baseline Test • Unit Benchmark Assessments • Fresh Reads for Differentiated Test Practice • Online SUCCESS 	Summative Assessments: <ul style="list-style-type: none"> • Selection Tests • End of Year Benchmark Assessments • Online SUCCESS
Teacher Resources: Pearson Scott Foresman’s <u>Reading Street</u> Student Edition Leveled Readers Literacy Centers	

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NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

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