

Mount Laurel Language Arts Curriculum
Grade K

Reading Unit: Navigating Informational Texts

Stage 1: Determine the Desired Results

Enduring Understanding(s):

Good readers employ strategies that help them understand text.

Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Good readers summarize, predict, make connections, infer, analyze, evaluate, critique and synthesize print to make text relevant and useful.

Good readers recognize that words are made of sounds.

Good readers use oral discussions to help build connections to others and to content.

Essential Question(s):

What do readers do when they do not understand everything in a text?

How do readers construct meaning from text?

What strategies do effective readers use to make sense of print?

How do I figure out a word I do not know?

How can discussion increase our knowledge and understanding of an idea(s)?

Kindergarten

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Key Ideas and Details

Anchor Standards: Reading

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

New Jersey Student Learning Standards for English Language Arts Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Key Ideas and Details

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Progress Indicators Reading Literature Text

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where,

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when, why, how).

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

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

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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RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

RL.K.10. Actively engage in group reading activities with purpose and understanding.

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Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.K.1. With prompting and support, ask and answer questions about key details in a 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.

Craft and Structure

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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Range of Reading and Level of Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding.

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Progress Indicators for Reading Foundation Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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 CVCs ending with /l/, /r/, or /x/.)

- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

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2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
3. Read high-frequency and sight words with automaticity.
4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

New Jersey Student Learning Standards for English Language Arts Anchor Standards: Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry- based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Student Learning Standards for English Language Arts Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Kindergarten Progress Indicators for Writing

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

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 or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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W.K.8. With guidance and support from adults, recall information from experiences or gather information from

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provided sources to answer a question.

W.K.9. (Begins in grade 4)

Range of Writing

W.K.10. (Begins in grade 3)

New Jersey Student Learning Standards for English Language Arts

Anchor Standards: Speaking and Listening Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

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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.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

New Jersey Student Learning Standards for English Language Arts

Anchor Standards: Language Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

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NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Progress Indicators for Language

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- 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.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
3. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

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L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

8.1 Interdisciplinary Connection: Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task:

- You are a book buddy to someone in your kindergarten class. You need to show your friend/peer the front and back cover of the book and the title of the book.

Other Forms of Assessment:

running record

Teacher's observations of student progress over time; teacher maintains anecdotal records/notes of student's reading behaviors and patterns across the year

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Reader response via a drawing, sketch, word phrase or sentence construction

Stage 3: Learning Plan

STAGE 3 – Grade K – Informational Reading

Learning Activities:

Your classroom library should be a balance of informational and narrative texts that represent the culture and interests of your students.

The 30-Minute Reading Workshop Block

Guided Reading (30 minutes: three groups with 10 minutes dedicated to each group)

The **Unit 2-Reading Informational Texts** has a primary focus on students' ability to **write** in response to **reading to inform and /or explain** and to **construct an opinion on a topic, idea, or concept**.

With prompting and support, ask and answer questions about key details in a text.

These lessons focus on literal understanding and details of text:

- notice the characteristics of a book so they can identify its genre
- identify the genre of a book so they can know what to expect as they read
- retell the main idea, key details, facts, events, ideas and/or concepts using textual evidence
- notice the time and place (setting) and the importance to the narrative non-fiction
- notice who are the most important individuals in a text
- think about the order of facts, events, and details in a text
- think about the problem in the text
- think about the important events, facts, and details in a text

With prompting and support, identify the main topic and retell key details of a text.

These lessons focus on analyzing, summarizing, and inferential thinking of text:

- think about what the writer of the text is trying to say; think about what the text meaning
- think about why the writer wrote the book/text/article
- think about the literal meaning of the text, but notice what is being implied
- think about whether the title tells something important about the book's theme
- understand that there may be more than one theme in a book
- determine the central message, lesson or moral of a text
- explain how the central message, lesson or moral is conveyed through key details in the text

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

These lessons focus on analyzing, summarizing, synthesizing, and inferential thinking of text:

- notice individuals in a text
- notice the connections between the individuals in a text

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- notice the events in a text
- notice the connections between events in a text
- notice the ideas in a text
- notice the connections between ideas in a text
- notice the pieces of information in a text
- notice the connection between pieces of information in a text

With prompting and support, ask and answer questions about unknown words in a text.

These lessons focus on the interpretation of words and phrases and the analysis of the ways in which word choice impacts meaning:

- notice how writers use words carefully to communicate meaning
- notice memorable phrases and sentences writers use to communicate meaning to the reader
- notice the language that that writers use to help them form images (what they can see, hear, taste, feel, or smell)

Identify the front cover, back cover, and title page of a book.

These lessons focus on analyzing text structure:

- notice the book's front cover
- notice the book's back cover
- notice the title page of the book

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

These lessons focus on the reader's ability to locate information in a text and to identify the purpose of each:

- think about the person who wrote the book
- think about the title given to that person
- think about the person who drew the pictures/illustrations for the book
- think about the title given to the person who drew the pictures/illustrations

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

These lessons focus on the reader's ability to extrapolate information from picture clues (analyzing):

- think about how illustrations represent a person
- think about how illustrations represent a place
- think about how illustrations represent a thing or an idea

With prompting and support, identify the reasons an author gives to support points in a text.

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These lessons focus on the reader's ability to identify supporting details:

- notice the main point the author is making in a text
- notice the reasons an author gives to support the main points in a text

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

These lessons focus on analyzing important points and key details from differing texts on the same topic.

When comparing text of the same topic:

- think about how the illustrations in a text are similar to/different from those in another text on the same topic
- think about how the descriptions in a text are similar to/different from those in another text on the same topic
- think about how the procedures in a text are similar to/different from those in another text on the same topic

Actively engage in group reading activities with purpose and understanding.

- By year's end be certain that students have read in a group a variety of informational text with understanding and meaning-making.

With guidance and support from adults, explore word relationships and nuances in word meanings.

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

- Identify common objects and note their categories
- notice word relationships and nuances in word meanings
- identify action words (verbs)
- identify descriptive words
- notice words that are opposite in meaning
- identify real life connections between words and their use

Required **lessons** on Reading **Informational** Texts

Readers:

- activate prior knowledge or schema to support their thinking about a topic or issue

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- skim and/or scan the text to gather information
- access the text through the table of contents and the index
- use the table of contents to determine the topics introduced and discussed in the book/article
- use headings and subheadings to gather the information needed
- note the type of organizational pattern that is used (**sidebars, bolded words, etc.**)
- determine which information is critical to understanding a specific concept, issue, or topic
- use the glossary to better understand unfamiliar words

Nonfiction Genres

- understand the features of nonfiction texts
- understand the structures of nonfiction texts
understand the characteristics of literary nonfiction
- understand when an author is giving facts or interpreting facts in the informational books (both biographical and factual)
- understand that when information is not known, the writer often uses words like *perhaps, some say, possibly, it is likely that, or probably*
- understand how sequential information is presented in graphics – illustrated timeline, flowchart, graph timeline, quotation timeline
- understand and using authors' notes to gain insights regarding the authors' motives, discoveries of information, or the historical context

Biographical Texts

- Understand the characteristics of biography.
- Understand why a subject is selected.
- Reveal the writer's attitude toward the subject.
- Understand the organization of a biography (chronological sequence or other).
- Understand how the writer reveals the setting.

Biography

- Understand the nature and features of biographical texts.
- Understand authentic biography and fictionalized biography.
- Understand the structure of biographical texts (linear, flashback, selected events, or characteristics).
- Evaluate the elements of biography – choice of subject, accuracy, authenticity, style, characterization, and theme.
- Understand the types and characteristics of picture book biographies, autobiographies, and memoirs – shorter, more simplified biographies, partial or complete, one subject or a collective, real images (photos) or imagined images that reflect reality as much as possible (paintings, drawings).
- Understand the setting in a biography and how it influences the person's decisions.
- Understand how a person's decisions affected his/her life as described in the biography.
- Recognize and understanding the turning points in a person's life when important decisions were made.
- Understand what might have happened if different decisions had been made by the subject.
- Recognize and noting information sources, motives, biases, or inconsistencies in a biography.
- Distinguish between reporting facts and historical interpretation in biography.
- Understand how an author's or illustrator's note adds to understanding of a biography.

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- Understand how to identify the primary sources used for biography as a means of judging accuracy in interpretation.
- Analyze and comparing several biographies of the same subject to interpret perspectives on the past.
- Understand how biographers shape and structure information, use captions, use details and anecdotes, and use information from primary and secondary sources.
- Understand how biographers select art to build interest in the subject.

Autobiography

- Understand the characteristics of an autobiography.
- Understand why a person would write an autobiography.
- Hypothesize why an individual would select particular information to report.
- Notice the specific details a person provides about his or her life.
- Notice the organization of the autobiography (chronological sequence or other).

Memoir

- Understand the characteristics of a memoir.
- Think about why a person would write a memoir.
- Understand a writer's reasons for selecting a particular time of his or her life.
- Notice the writer's use of language to convey an intense or poignant memory.

Factual Texts

- Understand the features of factual texts.
- Understand the overall structure of factual texts (categorical, logical organization).
- Understand underlying structures that writers use to present information – enumeration, chronological sequence, comparison and contrast, cause and effect, problem and solution, and description.

“How-To” Books

- Understand the nature of “how-to” books.
- Notice how writers make a sequence understood.
- Notice how writers use language to make directions clear.

Readers' Tools

- Understand how to read a table of contents.
- Understand how to read a glossary or index.
- Understand the differences between a table of contents and an index.
- Understand how to use a variety of readers' tools such as a pronunciation guides, scales, legends, labels, forewords, epilogues, author's notes.

Writing about reading is a tool for reflection. It is a way to clarify our thinking; to share and to explain interpretations of text; to identify the theme or topic in a text; to explore bigger issues beyond the text; confirm our suppositions; pose questions; to apply the systems of strategic actions to the text; and to consider possibilities.

Required lessons on writing in response to reading in this unit **focus on writing to inform and explain (first seven weeks of this unit)** and **writing to form an opinion (second seven weeks of this unit)**.

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Analytical writing is writing to inform/explain and to construct an opinion. Writing to inform/explain and opinion-writing is the ability to take complex evidence and make it clear.

Writing to construct an opinion is the ability on the part of the student to make claims about the worth or meaning of a literary work or works. Students defend their interpretations or judgments with evidence from the text(s) they are writing about.

Writing to inform or explain serves to:

- increase the reader’s knowledge of a subject
- help readers better understand a procedure or process
- provide readers with an enhanced comprehension of a concept

First 7 Weeks – letter writing focus (explain/inform)	Second 7 Weeks – letter writing focus (form an opinion)
<p>Informational/Explanatory Writing:</p> <ul style="list-style-type: none"> • conveys information accurately • increases the reader’s knowledge of a subject through his/her rereading about the topic and developing a coherent focus on a topic or a controlling idea • helps readers better understand a procedure or process • supports students with naming, describing, defining, or differentiating ideas, concepts • encourages students to compare and contrast concepts • assists students with citing evidence from a text <p>Writers:</p> <ul style="list-style-type: none"> • reread to remember what has been written • accurately summarize information from a text • include appropriate and important details when summarizing texts • use notes as a basis for discussion • describe implications of factual knowledge • notice and sometimes use new words from a text • use new vocabulary words appropriately to reflect meaning • report information from a text or summarize 	<p>Opinion Writing:</p> <ul style="list-style-type: none"> • conveys opinion of textual information and structure effectively • constructs a viewpoint on a topic based on textual evidence from a current and/or previously read texts • supports students with naming, describing, defining, or differentiating ideas and concepts • assists students with citing evidence from a text • provide reasons that support an opinion • use linking words and phrases, i.e., because, therefore, since, for example to connect opinion and reasons <p>Writers:</p> <ul style="list-style-type: none"> • accurately reflect information from a text • reread to remember what has been written • use notes as a basis for discussion or letter writing • include appropriate and important details when summarizing information from a text • use vocabulary words appropriately to reflect meaning • revisit the text to check for details • include important details from the content of an informational text

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<p>information</p> <ul style="list-style-type: none">• include important details from the content of an informational text• relate important ideas in a text to each other or to other texts• predict logically, supported by evidence, what will happen next in a text	<ul style="list-style-type: none">• relate important ideas in a text to each other or to other texts• reflect awareness of author's underlying message• introduce information in categories, paragraphing• predict logically, supported by evidence, what will be discussed next in a text• write opinions about a text and back them up with specific information or reasons• select examples of the writer's use of language and write opinions about or responses to that language• use specific language to write about informational texts: title, author, illustrator, cover, dedication, author's note, table of contents, glossary, index, headings, problem, solution, etc.
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Guided Reading: All guided reading materials taught during this unit must represent **informational** texts.

The Framework for Guided Reading: Effective Teaching Interactions

- Select the text, then preview the book before introducing and teaching it
- Introduce the text
- Read the text
- Discuss and revisit the text
- Teach for Processing Strategies/Systems of Strategic Actions
- Engage in Word Work

Guided Reading:

The timeline: During this phase of the year, guided reading continues through to June.

The Essential Elements of Guided Reading:

The Teacher:

- **selects** the text
- **previews (read)** the text
- provides an **introduction** for the text selected
- **introduces** the **whole text** or **unified sections** of the text with attention to the text complexity and demands of the text and the knowledge, experiences, and skills of the readers
- **discusses** the text with students and encourages them to discuss the text with each other
- **invites** students to ask **questions** about the text to expand their understanding
- requires students to **respond in writing** (reader response) to focusing/organizing questions based on the text's theme, ideas, characters, problem, solution, etc.
- **engages** students in **word work** based on the text to increase word knowledge and automaticity in word solving

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Selecting a Guided Reading text – instructional level reading

Your instructional level teaching/guided reading will be based on three types of knowledge:

- detailed information about the reader (this information/data is available to the teacher via conference calls; letter writing artifacts; minilesson application; running records; and quick checks)
- familiarity with the available texts (teacher needs to consider text complexity)
- knowledge of the reading process and general principles of reading development

Introducing the Text: Planning the Introduction

A well-planned introduction to a text/article serves as a guide to the reader who will be processing a moderately challenging text independently. Explicit teaching and scaffolding (makes a potentially inaccessible text at the instructional level accessible) the text during the introduction and at planned intervals over time (revisiting and discussing the text) supports this process. This type of support “makes it possible to teach at the cutting edge of students’ understanding. Your teaching helps students read more productively and more intensely.”

- Help the students connect the text to their own lives, to their knowledge of the world, or to their literary experiences.
- Highlight genre and help them to predict the characteristics of the text they are reading based on past experience.
- Encourage the students to look at the cover of the book and generate expectations of the text.
- Demonstrate the kinds of questions readers ask about a text.
- Prompt them to think about the author’s style.
- Help them to recall what they already know about a topic.
- Help them to discover and internalize literary language patterns they might not use in everyday speech.
- Reveal the structure of the whole text-how the author has organized the information.
- Stimulate interest in the text so that students will be interested in reading it.
- Call attention to the conventions of print, i.e., punctuation, titles, subtitles, chapter headings.
- Show them how to use text layout, i.e., side bar headings, column breaks, and graphic information.
- Encourage the students to notice vocabulary and language structures that will need as they process the text.
- Teach them how to use a table of contents, indices, appendices, and other reference sections of texts.
- Prompt the children to examine and interpret illustrations, charts, graphs, maps, and other visual aids and discuss how they communicate the meaning of text.
- Distinguish their own point of view from that of the author of a text.

See page 215 in *Guiding Readers and Writers...* for a snapshot view of the **teacher’s** and **student’s role during** and **after guided reading lessons**.

Guided reading instruction: introducing text, scaffolding the text, conducting discussions, creating assignments, etc.

Guided Reading Purpose: On-going successful scaffolding of instructional level books is needed so that the instructional reading level becomes the child’s independent reading level thereby reflecting growth in reading and supporting the child to move up the ladder of text complexity.

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Teaching for Strategies: Thinking Within, Beyond and About the Text

Thinking Within the Text: The reader processes the information in the text in order to gain the basic or literal meaning of print.

Strategic actions include:

- Solving Words
- Monitoring and Self-Correcting
- Searching for and Using All Kinds of Information
- Summarizing the Text
- Maintaining Rate and Phrasing to Produce Fluency
- Adjusting (speed and technique according to text purpose and type)

Thinking Beyond the Text: The reader brings information to the text that is not explicitly there.

Strategic actions include:

- Predicting
- Making Connections (relating and comparing the text to others one has read or heard)
- Understanding what is implied, but not directly told (inferring)
- Integrating existing content knowledge with new knowledge (synthesizing); synthesizing the information to realize the greater meaning of the text

Thinking About the Text: The reader considers the text as an object, noticing many things about it: craft, structure, quality and authenticity of the writing.

Strategic actions include:

- Analyzing
- Critiquing
 - aspects of the writer's craft
 - organization and structure
 - use of language
 - use of literary devices
 - characteristics of genre
 - features that can be used to evaluate the quality or authenticity of the text
 - underlying organizational structures that represent the way the writer provides information: compare/contrast, cause/effect, description

Word Work: The instruction of vocabulary and the understanding and use of words is embedded in every component of the reading workshop model. Ways to integrate vocabulary instruction can be found in Read Alouds, guided reading, independent reading, shared reading, word study, and writing workshop.

Competent Word Learners:

- learn new words by encountering them in context during conversations and in their reading
- connect new words with what they already know
- use word parts and their functions (base words, root words, affixes to identify the meaning of

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multisyllable words)

- recognize words that have the same meaning (synonyms)
- recognize words that have opposite meanings (antonyms)
- recognize that words may have multiple meanings and use context to determine the precise meaning intended by the writer or speaker
- determine the meaning and pronunciation of words using dictionaries and other references
- understand the figurative uses of words (similes, metaphors)
- recognize the connotation and denotation of new words
- use context clues and knowledge of language to understand new words while listening and reading
- use new words in talking and writing about reading

Ways to Integrate Vocabulary Instruction in Reading and Writing:

During Interactive Read-Alouds

- increase the amount of text students encounter through read-alouds
- draw attention to meaning of words before, during, and after reading aloud to students
- use intentional conversation that includes words students will be reading or have heard you read
- use interactive vocabulary lessons to deepen understanding of how a writer has used a word to create meaning in a specific text
- invite students to discuss words they found interesting or didn't understand

During Guided Reading

- use new words in conversation during the introduction to the text
- discuss and locate new words during the introduction to a text
- help students connect new words to concepts they already know
- for difficult and new ideas that are central to understanding the text, teach both the concept and the word
- teach students specific strategies for deriving the meaning of words from context
- teach and then prompt students to monitor their own understandings as they read
- use word webs or similar interactive vocabulary techniques after students have read new words in a text
- use semantic features analysis to compare words in the text and their relationships
- have students keep lists of new and interesting words in their reader's notebooks
- have students revisit the text to discover hierarchical relationships among concepts

During Independent Reading

- ensure a large variety of texts are available for students during independent reading time
- encourage students to use new words as they write about their reading in their reader's notebooks
- during sharing, encourage students to give examples of interesting new words they have discovered/noticed

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During Word Study

- teach students to make connections among words by meaning
- teach students to make connections via word part, part of speech, affixes, sounds, meanings
- invite students to play Lotto, Concentration, and other games using synonyms, antonyms, homophones, homographs
- use poems to help students learn about words ((antonyms, synonyms, nouns, verbs, adjectives, adverbs, metaphors)
- help students sort words by meaning
- teach many different kinds of words
- help students understand the structure of a word and its relation to meaning

Strategies to use when a **word** is **unfamiliar**:

- chunk the letters and read at least the first part of the word
- read on to see if the word becomes clear later
- think about the meaning based on how the story is unfolding and then think about the word's sounds
- see if root words (base words) prefixes, or suffixes are a part of the word
- check for a glossary, footnotes, or endnotes that might explain the word
- check if the word is a bit like a word you know in another language that would make sense
- use a dictionary or, if possible, google the word
- last resort option: ask someone

During Guided Reading sessions, include the following questions as part of your discussion to meet the goals of the Common Core Standards

Guided Reading Discussion Questions	Common Core Standards
With prompting and support, ask students questions about key details in the text.	<p>Key Ideas and Details</p> <p>With prompting and support, ask and answer questions about key details in a text.</p>
With prompting and support, ask: What is the main topic of the text? Retell the key details of the text.	With prompting and support, identify the main topic and retell key details of a text.
With prompting and support, ask: What is the connection between two individuals in the text? What is the connection between two events in a text? What is the connection between two ideas in a text? What is the connection between two pieces of	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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<p>information in the text? (Ask only which are applicable.)</p>	
<p>With prompting and support, ask: What words are unknown to you in the text? What strategies can you use to figure out their meaning?</p>	<p>Craft and Structure</p> <p>With prompting and support, ask and answer questions about unknown words in a text.</p>
<p>Where is the front cover of this book? Where is the back cover of this book? Where is the title page of this book? Are these always in the same place in every book?</p>	<p>Identify the front cover, back cover, and title page of a book.</p>
<p>Who is the author of this book? What is the author's role in presenting information in an informational book? Who is the illustrator of this book? What is the illustrator's role in presenting information in an informational book?</p>	<p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
<p>With prompting and support, ask:</p> <p>What illustrations in the text depicts a person in the text? What illustrations in the text depicts a place in the text? What illustrations in the text depicts a thing in the text? What illustrations in the text depicts a idea in the text?</p>	<p>Integration of Knowledge and Ideas</p> <p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
<p>With prompting and support, ask: What is the main point of the text? What reasons does the author give to support his/her main point?</p>	<p>With prompting and support, identify the reasons an author gives to support points in a text.</p>
<p>After reading two text on the same topic, with prompting and support, ask:</p> <p>How are the illustrations similar/different? How are the descriptions similar/different? How are the procedures similar/different?</p> <p>Ask only what is applicable to the text.</p>	<p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
	<p>Range of Reading and Level of Text Complexity</p>

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By year's end make sure children have actively engaged in group reading of informational text activities with purpose and understanding routinely.	Actively engage in group reading activities with purpose and understanding.
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Modifications

Special Education:

- Use Research, Decide, Teach, Link methodology during conferring with students
- Teacher models own writing
- Show additional number of samples/examples
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Develop target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Use graphic organizers to develop key concepts/ideas
- Teach key aspects of a topic. Eliminating nonessential information.

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

Students at Risk of School Failure:

- Utilize TIME Mentor Program
- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

Gifted Students:

- Use Flexible grouping
- Give Independent projects
- Differentiate product assignments
- Offer student choice
- Use multiple intelligence options
- Provide opportunities to research (Individual/Group)
- Focus on Habits of Mind
- Focus on Webb's Depth of Knowledge - Emphasis on Level 4

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Core Instructional Materials:

- *Kid Writing* Program 1999 edition
- Leveled reading texts
- Technology/Equipment: ACTIV Board, LCD projector, sound system , CDs, DVDs, videos, internet, iPod