



Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / ELA K* / Kindergarten (ELA Regional Curriculum)

Thursday, October 18, 2012, 8:47AM



Module 2: Literature- Author's Craft (Week 7, 6 Weeks)

Stage 1: Desired Results

FOCUS Common Core Learning Standards	SUPPORTING Common Core Learning Standards
<p>FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, Kindergarten , Reading: Literature Craft and Structure</p> <p>4. 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.</p> <ul style="list-style-type: none"> ▪ 4. Ask and answer questions about unknown words in a text. <p>5. 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.</p> <ul style="list-style-type: none"> ▪ 5. Recognize common types of texts (e.g., storybooks, poems). <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> ▪ 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <ul style="list-style-type: none"> ▪ 10. Actively engage in group reading activities with purpose and understanding. 	<p>SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: Kindergarten , Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> ▪ 1. With prompting and support, ask and answer questions about key details in a text. <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> ▪ 2. With prompting and support, retell familiar stories, including key details. <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> ▪ 3. With prompting and support, identify characters, settings, and major events in a story. <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> ▪ 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). <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <ul style="list-style-type: none"> ▪ 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <p>SUPPORTING CCLS:ELA & Literacy in</p>
<p>FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, Kindergarten , Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ▪ 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...).

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

- 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.

Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

- 11. Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, Kindergarten , Speaking and Listening

Comprehension and Collaboration

1. 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.

- 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- 1b. Continue a conversation through multiple exchanges.
- 1c. Seek to understand and communicate with individuals from different cultural backgrounds.

History/Social Studies, Science, & Technical Subjects PreK-5, NYS: Kindergarten , Reading: Foundational Skills

Print Concepts

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

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

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

- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- Read emergent-reader texts with purpose and understanding.

SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: Kindergarten , Writing

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

- 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.

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

- 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

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

- 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

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

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

- 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SUPPORTING CCLS:ELA & Literacy in

History/Social Studies, Science, & Technical Subjects PreK-5, NYS: Kindergarten , Speaking and Listening

Comprehension and Collaboration

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- 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- 1b. Continue a conversation through multiple exchanges.
- 1c. Seek to understand and communicate with individuals from different cultural backgrounds.

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

- 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.

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

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

Presentation of Knowledge and Ideas

4. 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.

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

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

- 5. Add drawings or other visual displays to descriptions as desired to provide additional

detail.

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

- 6. Speak audibly and express thoughts, feelings, and ideas clearly.

SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: Kindergarten , Language

Conventions of Standard English

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

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- 1a. Print many upper- and lowercase letters.
- 1b. Use frequently occurring nouns and verbs.
- 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- 1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- 1f. Produce and expand complete sentences in shared language activities.

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

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2a. Capitalize the first word in a sentence and the pronoun I.
- 2b. Recognize and name end punctuation.
- 2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- 2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

4. 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.

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - 4b. 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.
5. Demonstrate understanding of word relationships and nuances in word meanings.
- 5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
6. 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.
- 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Concepts

Macro-concepts:

- Author's craft in literature
- Writing with evidence

Micro-concepts:

- Unknown words (vocabulary)
- Text types
- Role of author, illustrator

- Informative/explanatory writing
- Narrative writing
- Shared research projects

Enduring Understandings

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure. (ODE, first grade, ELA model curriculum, 2011)

Critical Content

With Prompting and Support:

- Stories have authors and illustrators who have specific roles (RL K.6)
- Readers respond to the author or theme of text (W K.1, SL K.1)

With Independence:

- Readers ask and answer questions about unknown words (RL K.4)
- Authors write different types of text (RL K.5)
- Readers react to a story and share their thoughts, feelings and ideas about text orally and through a combination of drawing, dictating and writing (RL K.10, W K.3, W K.11, SL K.1)
- Narrative writing tells about an event or several events in sequential order (W K.3)

Skills

With Prompting and Support:

- Identify author and illustrator and define roles (RLK.6)
- Create /Present a response to a particular author or theme (poem, dramatization, art work or personal response) (RL K.11)

With Independence:

- Ask questions about unknown words (RL K.4)
- Answer questions about unknown words (RL K.4)
- Recognize common text types (RL K.5)
- Narrate through drawing, dictating, writing: (W K.3)
 - a single event
 - several loosely linked events in order
- React to a single event or several loosely linked events of a story (drawing, dictating, writing) (W K.1, W K.3)
- Engage in group reading activities with purpose and understanding (RL K.10)
- Collaborate with peers and adults in discussions about kindergarten topics and texts (SL K.1)

Vocabulary

Tier 3:

Word choice, point of view, compare, contrast, text structure, theme

Stage 2: Assessment Evidence

Assessments

Module 2 Assessment

Performance: Authentic Task

Formative and Summative

Click link for Assessment

 [Assessment Statements Modules 2.doc](#)

Stage 3: Learning Plan

Learning Activities

Resources

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Last Updated: Thursday, October 18, 2012, 8:47AM