



## Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Thursday, October 18, 2012, 8:52AM



### Module 5: Genre/Author Study - stories and poems (Week 25, 4 Weeks)

#### Stage 1: Desired Results

FOCUS Common Core Learning Standards	SUPPORTING Common Core Learning Standards
<p><b>FOCUS CCLS:ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects PreK-5, Kindergarten , Reading: Literature</b></p> <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"> <li>▪ 2. With prompting and support, retell familiar stories, including key details.</li> </ul> <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"> <li>▪ 3. With prompting and support, identify characters, settings, and major events in a story.</li> </ul> <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"> <li>▪ 5. Recognize common types of texts (e.g., storybooks, poems).</li> </ul> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> <li>▪ 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> </ul> <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"> <li>▪ 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ul> <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"> <li>▪ 10. Actively engage in group reading</li> </ul>	<p><b>SUPPORTING CCLS:ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects PreK-5, NYS: Kindergarten , Reading: Literature</b></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"> <li>▪ 1. With prompting and support, ask and answer questions about key details in a text.</li> </ul> <p>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"> <li>▪ 4. Ask and answer questions about unknown words in a text.</li> </ul> <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"> <li>▪ 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).</li> </ul> <p><b>SUPPORTING CCLS:ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects PreK-5, NYS: Kindergarten , Reading: Foundational Skills</b></p> <p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>▪ a. Follow words from left to right, top to bottom, and page by page.</li> <li>▪ b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>▪ c. Understand that words are separated by spaces in print.</li> </ul>

<p>activities with purpose and understanding.</p> <p>Responding to Literature</p> <p>11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</p> <ul style="list-style-type: none"> <li>11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</li> </ul> <p><b>FOCUS CCLS:ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects PreK–5, Kindergarten , Writing</b></p> <p>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"> <li>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...).</li> </ul> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> <li>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> </ul> <p>Responding to Literature</p> <p>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.</p> <ul style="list-style-type: none"> <li>11. Create and/or present a poem,</li> </ul>	<ul style="list-style-type: none"> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>Read emergent-reader texts with purpose and understanding.</li> </ul> <p><b>SUPPORTING CCLS:ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects PreK-5, NYS: Kindergarten , Writing</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>2. Use a combination of drawing, dictating,</li> </ul>
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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**

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.

and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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

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.

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

	<p>additional detail.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> <li>▪ 6. Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>
<b>Concepts</b>	
<p><b>Macro-concepts:</b></p> <ul style="list-style-type: none"> <li>▪ Writing to convey an opinion</li> <li>▪ Story elements/structure</li> </ul> <p><b>Micro-concepts:</b></p> <ul style="list-style-type: none"> <li>▪ Opinion writing</li> <li>▪ Shared research</li>   <li>▪ Poetry</li> </ul>	
<b>Enduring Understandings</b>	
<p>Collaborative, self-directed learners recognize the distinguishing features of texts in a genre in order to develop a deeper understanding to broaden personal reading experiences.</p>	
<b>Critical Content</b>	<b>Skills</b>
<p><u>With Prompting and Support</u></p> <ul style="list-style-type: none"> <li>▪ Basic story structure includes story elements (RL K.3)</li> <li>▪ Events of a story happen in sequential order (W K.3, RL K.2)</li> <li>▪ Stories have authors and illustrators who have specific roles (RL K.6)</li> <li>▪ Characters in stories have similarities and differences in their experiences and adventures (RL K.9)</li> <li>▪ Personal life experiences may connect to the experiences of characters in stories (RL K.11)</li> <li>▪ Readers research and create projects from informational texts (W K.7)</li> </ul> <p><u>With Independence:</u></p>	<p><u>With Prompting and Support:</u></p> <ul style="list-style-type: none"> <li>▪ Provide details about people, places, things and events (RL K.2)</li> <li>▪ Identify story elements (characters, setting, and major events) (RL K.3)</li> <li>▪ Recognize common text types (RL K.5)</li> <li>▪ Identify author and illustrator and define roles (RLK.6)</li> <li>▪ Compare and contrast character: (RL K.9) <ul style="list-style-type: none"> <li>▪ adventures</li> <li>▪ experiences</li> </ul> </li> <li>▪ Connect cultural experiences between text and self (RL K.9a)</li> <li>▪ Create /Present a response to a particular author or theme (poem, dramatization, art work or personal response (RL K.11, W K.11)</li> <li>▪ Participate in shared research and writing projects (e.g. explore books by favorite</li> </ul>

<ul style="list-style-type: none"> <li>▪ 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)</li> <li>▪ Authors write different types of text (RL K.5)</li> <li>▪ Opinion writing includes name of book or topic. (W K.1)</li> <li>▪ As a means of communication, readers convey their personal experiences with detail (SL K.6)</li> </ul>	<p>authors and express opinions) (W K.7)</p> <p><u>With Independence:</u></p> <ul style="list-style-type: none"> <li>▪ Engage in group reading activities with purpose and understanding (RL K.10)</li> <li>▪ Compose (drawing, dictating, writing) opinion/preference pieces including topic or name of book. (W K.1)</li> <li>▪ Narrate through drawing, dictating, writing: (W K.3) <ul style="list-style-type: none"> <li>▪ a single event</li> <li>▪ several loosely linked events in order</li> </ul> </li> <li>▪ Orally communicate thoughts/feelings/ideas in response to text (SL K.6)</li> </ul>
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**Vocabulary**

Opinion, topic, author, theme, compose, character, setting, events, text, adventures, experiences, connections


**Stage 2: Assessment Evidence**

**Assessments**

**Module 5 Assessments**  
**Performance: Authentic Task**

Module 5 Assessments:  
Formative and Summative

**Click link for Assessments**

 [Assessments Module 5.doc](#)

**Stage 3: Learning Plan**

<b>Learning Activities</b>	<b>Resources</b>

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