

Hillsborough Township Public Schools
TP

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit 1 Building a Literacy Community (narrative) 30 days							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p>	<p>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>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>I can explain that a key detail is an important part of a text.</p> <p>I can name 2 details about a character.</p> <p>I can ask and answer questions about a text (e.g., who what, where, when, why, and how).</p> <p>I can ask and answer questions before, during, and after a text.</p>	<p>Formative-Teacher observation, anecdotal notes, Reader’s Conference notes*.</p> <p>Summative-Running records, District Reading Inventory.</p> <p>*Student selects book to bring to reading conference and teacher determines if book is understood and appropriate as “Just Right.”</p>	<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>	<p>8.1.2. C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.</p> <p>8.1.2. E.1 Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.</p> <p>9.1.4. A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p>
		<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p>	<p>I can listen and retell (put into my own words) stories in sequence using key details.</p>	<p>Formative-Teacher observation, anecdotal notes, individual student/teacher conference notes*.</p>		

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					Summative-Running records, District Reading Inventory. *Student selects book to bring to reading conference and teacher determines if book is understood and appropriate as “Just Right.”		
		Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	I can identify and define the characters, settings, and major events in a story.	Formative-Teacher observation, anecdotal notes, Reader’s Conference notes*. Summative-Running records, District Reading Inventory. *Student selects book to bring to reading conference and teacher determines if book is understood and appropriate as “Just Right.”		
What do good writers do? What’s my purpose and how do I	Writing should be purposely focused, detailed, organized, and sequenced in a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in	I can identify the topic or name of a book. I can determine my opinion or preference about a topic or book.	Formative-Teacher observation, anecdotal notes, Writer’s Conference notes, drafts and revision.		

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develop it?	way that clearly communicates the ideas to the reader.	evidence.	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...).	I can use drawings and words to share my opinion or preference about a topic or book.	Summative-Writing Scoring Rubric.		
Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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	I can identify the differences between upper- and lowercase letters. I can print upper- and lowercase letters correctly. I can use common nouns and verbs correctly when writing or speaking. I can make the correct plural noun when writing or speaking by adding an –s or an –es. I can use question words correctly when writing or speaking. I can use common prepositions correctly when writing or speaking. I can share my ideas and respond to questions using	Formative-Teacher observation, anecdotal notes, Reader’s/Writer’s conferences. Summative-Phonics Based Unit Assessment, Writing Scoring Rubric, Spelling Inventory.		

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			<p>(e.g. who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	complete sentences.			
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter</p>	<p>I can capitalize the first word in a sentence.</p> <p>I can capitalize the pronoun I in a sentence.</p> <p>I can recognize and name end punctuation such as a question mark, exclamation point, and period.</p> <p>I can recognize the common sounds made by letters.</p> <p>I can write the letter or</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's/Writer's conferences.</p> <p>Summative-Phonics Based Unit Assessment, Writing Scoring Rubric, Spelling Inventory.</p>		

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			or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	letters for consonant and vowel sounds. I can spell words by matching sounds to letters.			
What makes collaboration meaningful? Making meaning from a variety of sources: What will help?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	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.	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 rules for discussions. b. Continue a conversation through multiple exchanges.	I can identify and follow the agreed upon rules for discussion. I can listen to comments of others and share my own ideas.	Formative-Teacher observation, anecdotal notes, Reader's/Writer's conference.		
		Integrate and evaluate information presented in diverse media and formats, including	SL.K.2 Confirm understanding of a text read aloud or	I can identify key information presented in different formats.	Formative-Teacher observation, anecdotal notes, Reader's/Writer's		

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		visually, quantitatively, and orally.	information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	I can ask questions about key details of information presented in multiple ways. I can answer questions about key details of information presented in multiple ways. I can ask for clarification if I do not understand something.	conference.		
		Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	I can identify when I do not understand something. I can ask and answer questions that help me get information or make something clear.	Formative-Teacher observation, anecdotal notes, Reader's/Writer's conference.		
What makes a presentation "great"? "What I say" versus "how I say it," does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	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.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	I can identify familiar people, places, things, and events. I can use details to describe familiar people, places, things, and events.	Formative-Teacher observation, anecdotal notes, Reader's/Writer's conference.		
		Make strategic use of digital media and visual displays of data to	SL.K.5 Add drawings or other visual	I can identify places in my work where I want to add more detail.	Formative-Teacher observation, anecdotal notes,		

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		express information and enhance understanding of presentations.	displays to descriptions as desired to provide additional detail.	I can create drawings or add visual displays to add details to my presentation.	Reader's/Writer's conference.		
		Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	I can explain why it is important to form my words clearly when speaking. I can speak in a voice that others can hear and understand. I can share my thoughts, feelings, and ideas clearly when I speak.	Formative-Teacher observation, anecdotal notes, Reader's/Writer's conference.		

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<p>What do good readers do?</p> <p>What do good writers do?</p>	<p>Foundational elements of literacy require a working knowledge of the organization and basic features of print.</p>	<p>N/A</p>	<p>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.</p>	<p>I can hold a book correctly.</p> <p>I can recognize that books are read from left to right and top to bottom.</p> <p>I can turn pages in a book from front to back and read the left page before the right.</p> <p>I can recognize that words are created by putting letters together in a specific order.</p> <p>I can recognize that words are separated by spaces before and after them.</p> <p>I can recognize the difference between upper- and lowercase letters.</p> <p>I can name all uppercase and lowercase letters in the alphabet.</p>	<p>Formative-Teacher observation, anecdotal notes, individual student/teacher conference notes.</p> <p>Summative-Running records, District Reading Inventory.</p>		

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Unit II Reading and Writing a Narrative Text 30 days							
<p>Author's choice: Why does it matter?</p> <p>What makes a story a great story?</p>	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RL.K.4 Ask and answer questions about unknown words in a text.	<p>I can identify unknown words in a text</p> <p>I can ask questions about unknown words in a text.</p> <p>I can answer questions about unknown words in a text.</p> <p>I can identify context clues that help me understand unfamiliar words.</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p> <p>Summative-Running records, District Reading Inventory.</p>	6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.	<p>9.1.4. B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>9.1.4. D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4. D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p>
		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	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	<p>I can listen to and look at different types of text.</p> <p>I can explain the ways that some texts look the same and some look different.</p> <p>I can recognize when a text</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p> <p>Summative-Running records, District</p>		

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		whole.		is a storybook, poem, play, etc. I can explain how storybooks, poems, plays, etc. are alike and different.	Reading Inventory.		
		Assess how point of view or purpose shapes the content and style of a text.	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.	I can define author and illustrator. I can explain that authors write books and stories. I can explain that illustrators create the pictures for book and stories. I can name the authors and illustrators of several stories and tell why I do/do not like them.	Formative-Teacher observation, anecdotal notes, Reader's Conference notes*. Summative-Running records, District Reading Inventory.		
		Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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).	I can look at illustrations in a story and describe what I see. I can identify the part of a story shown by the illustration. I can explain how illustrations help me understand a story.	Formative-Teacher observation, anecdotal notes, Reader's Conference notes*. Summative-Running records, District Reading Inventory.		
In what ways does creative choice impact	To gain keener insight into the integration of	Analyze how two or more texts address similar themes or topics	RL.K.9 With prompting and support,	I can identify the characters in stories I read or hear.	Formative-Teacher observation, anecdotal notes,		

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<p>an audience?</p> <p>Whose story is it, and why does it matter?</p>	<p>knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>in order to build knowledge or to compare the approaches the authors take.</p>	<p>compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>I can describe the adventures and experiences of characters in a story.</p> <p>I can tell how the adventures and experiences of characters are alike/different.</p> <p>I can compare characters' experiences to my own.</p>	<p>Reader's Conference notes*.</p> <p>Summative-Running records, District Reading Inventory.</p>		
<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p>	<p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p>	<p>Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>I can follow the rules my teacher gives for listening.</p> <p>I can listen by facing the speaker, sitting still, and making eye contacting.</p> <p>I can ask and answer questions about what is being read.</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p> <p>Summative-Running records, District Reading Inventory.</p>		
<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>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.</p>	<p>I can tell a story about something that happened.</p> <p>I can tell what happened first, next, and last.</p> <p>I can create drawings and use words to show what happened in my story.</p> <p>I can describe how I feel about what happened in my story.</p>	<p>Formative-Teacher observation, anecdotal notes, Writer's Conference notes, drafts and revision*.</p> <p>*Write a narrative piece; include 1st, 2nd, last. Discuss with the class how you feel about what happened in your</p>		

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					story. Summative-Writing Scoring Rubric.		
When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and content of language to acquire, clarify, and appropriately use vocabulary.	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.	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 <i>duck</i> is a bird and learning the verb <i>to duck</i>). 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.	I can identify words that have more than one meaning. I can use a word that has more than one meaning correctly. I can identify the affixes (e.g. prefix, suffix) of unknown words. I can use affixes to help me define unknown words.	Formative-Teacher observation, anecdotal notes, Reader's/Writer's conferences. Summative-Phonics Based Unit Assessment, Writing Scoring Rubric, Spelling Inventory.		
What makes	Comprehension	Prepare for and	SL.K.1	I can identify and follow	Formative-Teacher		

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collaboration meaningful? Making meaning from a variety of sources: What will help?	is enhanced through a collaborative process of sharing and evaluating ideas.	participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. c. Follow agreed-upon rules for discussions. d. Continue a conversation through multiple exchanges.	the agreed upon rules for discussion. I can listen to comments of others and share my own ideas.	observation, anecdotal notes, Reader's/Writer's conference.		
		Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	I can identify key information presented in different formats (e.g. text read aloud, oral presentation, video, audio book, website). I can ask questions about key details of information presented in multiple ways. I can answer questions about key details of information presented in multiple ways. I can ask for clarification if I do not understand	Formative-Teacher observation, anecdotal notes, Reader's/Writer's conference.		

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		Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	something. I can identify when I do not understand something. I can ask and answer questions that help me get information or make something clear.	Formative-Teacher observation, anecdotal notes, Reader’s/Writer’s conference.		
What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	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.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	I can identify familiar people, places, things, and events. I can use details to describe familiar people, places, things, and events.	Formative-Teacher observation, anecdotal notes, Reader’s/Writer’s conference.		
		Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	I can identify places in my work where I want to add more detail. I can create drawings or add visual displays (e.g. photos, collages, paintings) to add details to my presentation.	Formative-Teacher observation, anecdotal notes, Reader’s/Writer’s conference.		
		Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	I can explain why it is important to form my words clearly when speaking.	Formative-Teacher observation, anecdotal notes, Reader’s/Writer’s conference.		

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		English when indicated or appropriate.		<p>I can speak in a voice that others can hear and understand.</p> <p>I can share my thoughts, feelings, and ideas clearly when I speak.</p>			
<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense what can I do?</p>	<p>Word analysis and decoding skills are foundational for success as a reader.</p>	N/A	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>I can say the most common sound of each consonant.</p> <p>I can identify the five major vowels.</p> <p>I can say the long and short sounds for each vowel.</p> <p>I can recognize the common spellings of long and short vowel sounds.</p> <p>I can recognize common words found in text.</p> <p>I can read common words without having to sound them out.</p> <p>I can identify words with similar spellings.</p> <p>I can identify the letter sound that is different in words with similar spellings.</p>	<p>Formative-Teacher observation, anecdotal notes, individual student/teacher conference notes.</p> <p>Summative-Running records, District Reading Inventory.</p>		

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Unit III Reading and Writing Informational Text 30 days							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p>	<p>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>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>I can explain that a key detail is an important part of a text.</p> <p>I can ask and answer questions about a text (e.g., who what, where, when, why, and how).</p> <p>I can ask and answer questions before, during, and after a text.</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p> <p>Summative-Running records, District Reading Inventory.</p>	<p>5.1.4.A.2 Use outcomes of investigations to build and refine questions, models, and explanations.</p>	<p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.</p> <p>9.1.4. C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p>
		<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>I can define main topic.</p> <p>I can identify the main topic of a text.</p> <p>I can retell the key details of a text in sequence.</p>	<p>Formative-Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p>		

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					Summative-Running records, District Reading Inventory.		
		Analyze how and why individuals, events, and ideas develop and interact over the course 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.	I can identify individuals, events, ideas, or pieces of information in a text. I can describe a connection between two individuals in a text. I can describe a connection between two events in a text. I can describe a connection between two ideas or pieces of information in a text.	Formative-Teacher observation, anecdotal notes, Reader's Conference notes*. Summative-Running records, District Reading Inventory.		
Author's choice: Why does it matter? What makes a story a great story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	I can identify words I do not know in a text. I can ask questions about words I do not know in a text. I can answer questions about words I do not know in a text. I can identify context clues that help me understand words that are new to me.	Formative-Teacher observation, anecdotal notes, Reader's Conference notes*. Summative-Running records, District Reading Inventory.		
		Analyze the structure of texts, including how specific sentences, paragraphs, and larger	RI.K.5 Identify the front cover, back cover, and title page of a	I can identify the front cover and back cover a book. I can explain that a title page	Formative-Teacher observation, anecdotal notes,		

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		portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	book.	is inside of a book. I can identify the title page of a book.	Reader's Conference notes*. Summative-Running records, District Reading Inventory.		
What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused; detailed, organized, and sequenced in a way that clear communicates the ideas to the reader.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	I can select a topic and information to share. I can use drawings and words to name and give information about a topic.	Formative-Teacher observation, anecdotal notes, Writer's Conference notes, drafts and revision.* *Write a how to book (e.g. how to make a snowman, how to make hot chocolate, etc.) Summative-Writing Scoring Rubric.		
Writing clearly: What makes a difference? Final product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	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.	I can work with my teacher and others to learn about digital tools that produce and publish writing.	Formative-Teacher observation, anecdotal notes, Writer's Conference notes, drafts and revision.		

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					Summative-Writing Scoring Rubric.		
<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and content of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of the frequently occurring verbs and adjectives by relating to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that <i>are colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut</i>,</p>	<p>I can sort common objects into categories.</p> <p>I can use words to explain what the objects in my categories have in common.</p> <p>I can identify the opposite of a word (verb or adjective).</p> <p>I can connect words I hear and read to the real world.</p> <p>I can recognize verbs that have similar meanings and act out the meanings to show their differences.</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's/Writer's conferences.</p> <p>Summative-Phonics Based Unit Assessment, Writing Scoring Rubric, Spelling Inventory.</p>		

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			<i>prance</i>) by acting out the meanings.				
* Continue to reinforce the previous unit(s) essential questions for Speaking & Listening.	Continue to reinforce the previous unit(s) enduring understandings for Speaking & Listening.	* Continue to reinforce the previous unit(s) CCRs for Speaking & Listening.	* Continue to reinforce the previous unit(s) standards for Speaking & Listening.	* Continue to reinforce the previous unit(s) learning targets for Speaking & Listening.	Formative-Teacher observation, anecdotal notes, Reader's/Writer's conference.		
Why are sounds and letters important? How do sounds and letters create words?	Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.	N/A	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-	I can recognize words with the same end sound. I can recognize that words with the same end sound rhyme. I can rhyme one word with another. I can recognize that a syllable has one vowel sound. I can break words into syllables by snapping, clapping, or counting. I can say each syllable sound I can blend syllables to say a complete word. I can identify the beginning sound, vowel sound, and end sound of words.	Formative-Teacher observation, anecdotal notes, individual student/teacher conference notes. Summative-Running records, District Reading Inventory.		

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			consonant, or CVC) words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I can blend letter sounds to say a single syllable word. I can add or change beginning, middle, or end sounds to create new words.			

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Unit IV Reading and Writing Traditional Literature-Nursery Rhymes/Fairytales 20 days							
<p>Author's choice: Why does it matter?</p> <p>What makes a story a great story?</p>	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	<p>I can listen to and look at different types of text.</p> <p>I can explain that some texts look the same and some look different.</p> <p>I can recognize when a text is a storybook, poem, play, etc.</p> <p>I can explain how storybooks, poems, plays, etc. are alike and different.</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p> <p>Summative-Running records, District Reading Inventory.</p> <p>With a template or model, write and recite your own nursery rhyme.</p>	6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.	9.1.4. D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
<p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p>I can identify the characters in stories I read or hear.</p> <p>I can describe the adventures and experiences of characters in a story.</p> <p>I can tell how the adventures and experiences of characters are alike/different.</p> <p>I can identify how characters' experiences are the same as/different from my own.</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p> <p>Summative-Running records, District Reading Inventory.</p>		
When a word doesn't make	Effective readers and writers use	Acquire and use accurately a range of	L.K.6 Use words and	I can discover new words and phrases through	Formative-Teacher observation,		

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<p>sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>knowledge of the structure and content of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>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.</p>	<p>phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>reading, listening, and conversation.</p> <p>I can use my new words and phrases when speaking and writing.</p>	<p>anecdotal notes, Reader's/Writer's conferences.</p> <p>Summative-Phonics Based Unit Assessment, Writing Scoring Rubric, Spelling Inventory.</p>		
<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.K.5 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.</p>	<p>I can tell a story about something that happened.</p> <p>I can tell what happened first, next, and last.</p> <p>I can create drawings and use words to show what happened in my story.</p> <p>I can describe how I feel about what happened in my story.</p>	<p>Formative-Teacher observation, anecdotal notes, Writer's Conference notes, drafts and revision.</p> <p>Summative-Writing Scoring Rubric.</p>		
<p>* Continue to reinforce the previous unit(s) essential</p>	<p>* Continue to reinforce the previous unit(s) enduring understandings</p>	<p>* Continue to reinforce the previous unit(s) CCRs for Speaking & Listening</p>	<p>* Continue to reinforce the previous unit(s) standards for Speaking & Listening</p>	<p>* Continue to reinforce the previous unit(s) learning targets for Speaking & Listening</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's/Writer's conference.</p>		

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questions for Speaking & Listening	for Speaking & Listening						
What do good readers do? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	N/A	RF.K.4 Read emergent-reader texts with purpose and understanding.	I can recognize common sight words in a text. I can read a text with common sight words. I can use the pictures in a text to help me understand it. I can retell the story I read.	Formative-Teacher observation, anecdotal notes, individual student/teacher conference notes. Summative-Running records, District Reading Inventory.		
Why are sounds and letters important? How do sounds and letters create words?	Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.		RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds 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	I can recognize words with the same end sound. I can recognize that words with the same end sound rhyme. I can rhyme one word with another. I can recognize that a syllable has one vowel sound. I can break words into syllables by snapping, clapping, or counting. I can say each syllable sound in a word.	Formative-Teacher observation, anecdotal notes, individual student/teacher conference notes. Summative-Running records, District Reading Inventory.		

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			<p>(phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>I can blend syllables to say a complete word.</p> <p>I can identify the beginning sound, vowel sound, and end sound of words.</p> <p>I can blend letter sounds to say a single syllable word.</p> <p>I can add or change beginning, middle, or end sounds to create new words.</p>			

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Unit V Reading and Writing Fictional Text: Author Study Mo Willems 25 days							
<p>Author's choice: Why does it matter?</p> <p>What makes a story a great story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>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>	<p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>I can listen to and look at different types of text.</p> <p>I can explain three ways that some texts look the same and some look different.</p> <p>I can recognize when a text is a storybook, poem, play, etc.</p> <p>I can explain how storybooks, poems, plays, etc. are alike and different.</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p> <p>Summative-Running records, District Reading Inventory.</p> <p>In this author study, students listen to and discuss four or more books an author. Using books by the author as inspiration, students will write, illustrate, and share their own creations.</p>	<p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p>8.1.2. C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic.</p> <p>9.1.4. D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p>
<p>Author's choice: Why does it matter?</p> <p>What makes a story a great story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen</p>	<p>Assess how point of view or purpose shapes the content and style of a text.</p>	<p>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.</p>	<p>I can define author and illustrator.</p> <p>I can explain that author's write books and stories.</p> <p>I can explain that illustrators create the</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p>		

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	understanding.			<p>pictures for book and stories.</p> <p>I can name the authors and illustrators of several stories.</p>	<p>Summative-Running records, District Reading Inventory.</p> <p>In this author study, students listen to and discuss four or more books by an author. Using books by the author as inspiration, students will write, illustrate, and share their own creations.</p>		
<p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p>	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<p>I can answer questions about my writing.</p> <p>I can listen to ideas my teachers and peers have about my writing and add details that will help the reader understand my writing.</p> <p>I can make changes to my writing with guidance.</p>	<p>Formative-Teacher observation, anecdotal notes, Writer's Conference notes, drafts and revision.</p> <p>Summative-Writing Scoring Rubric.</p>		
<p>What do good researchers do?</p> <p>“Cut and Paste:” What’s the problem?</p>	Effective research presents an answer to a question, demonstrates understanding of	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each	W.K.8 With guidance and support from adults, recall information from experiences or gather information from	I can answer questions using information recalled or gathered.			

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	the inquiry, and properly cites information from multiple sources.	source, and integrate the information while avoiding plagiarism.	provided sources to answer a question,				
* Continue to reinforce the previous unit(s) essential questions for Language.	* Continue to reinforce the previous unit(s) enduring understandings for Language.	* Continue to reinforce the previous unit(s) CCRs for Language.	* Continue to reinforce the previous unit(s) standards for Language.	* Continue to reinforce the previous unit(s) learning targets for Language.	Formative-Teacher observation, anecdotal notes, Reader's/Writer's conferences. Summative-Phonics Based Unit Assessment, Writing Scoring Rubric, Spelling Inventory.		
* Continue to reinforce the previous unit(s) essential questions for Speaking & Listening	* Continue to reinforce the previous unit(s) enduring understandings for Speaking & Listening	*Continue to reinforce the previous unit(s) CCRs for Speaking & Listening	* Continue to reinforce the previous unit(s) standards for Speaking & Listening	* Continue to reinforce the previous unit(s) learning targets for Speaking & Listening	Formative-Teacher observation, anecdotal notes, Reader's/Writer's conference.		
* Continue to reinforce the previous unit(s) essential questions for Foundational Skills	* Continue to reinforce the previous unit(s) enduring understandings for Foundational Skills	N/A	* Continue to reinforce the previous unit(s) standards for Foundational Skills	* Continue to reinforce the previous unit(s) learning targets for Foundational Skills	Formative-Teacher observation, anecdotal notes, individual student/teacher conference notes. Summative-Running records, District Reading		

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					Inventory.		

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Unit VI Reading and Writing Informational Text-Animal Study 30 days							
<p>Author's choice: Why does it matter?</p> <p>What makes a story a "great" story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>Assess how point of view or purpose shapes the content and style of a text.</p>	<p>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.</p>	<p>I can define author and illustrator.</p> <p>I can explain that authors write texts.</p> <p>I can explain that illustrators create the pictures for texts.</p> <p>I can name the authors and illustrators of several texts.</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p> <p>Summative-Running records, District Reading Inventory.</p> <p>Write a fact book about an event or idea.</p> <p>Use a digital tool to produce and or publish writing.</p>	<p>5.3.2.D.1 Record the observable characteristics of plants and animals to determine the similarities and differences between parents and their offspring</p> <p>5.3.2.C.1 Describe the ways in which organisms interact with each other and their habitats in order to meet basic needs.</p> <p>5.1.4.D.4 Handle and treat organisms humanely, responsibly, and ethically</p>	<p>9.1.4. A.2 Evaluate available resources that can assist in solving problems.</p> <p>9.1.4. A.3 Determine when the use of technology is appropriate to solve problems.</p> <p>9.1.4. A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.</p>

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In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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).	I can look at the illustrations in a text and describe what I see. I can identify the part of the text shown by the illustration. I can explain how illustrations help me understand a text.	Formative-Teacher observation, anecdotal notes, Reader's Conference notes*. Summative-Running records, District Reading Inventory.		
		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.	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	I can identify why an author wrote a text. I can identify the points an author makes in a text. I can identify the author's reasons to support main points.	Formative-Teacher observation, anecdotal notes, Reader's Conference notes*. Summative-Running records, District Reading Inventory.		
		Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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).	I can identify how two texts on the same topic are alike and different.	Formative-Teacher observation, anecdotal notes, Reader's Conference notes*. Summative-Running records, District Reading Inventory.		
What do good readers do? Am I clear about what I	Students who are college and career ready read and interpret a variety of	Read and comprehend complex literary and informational texts independently and proficiently.	RI.K.10 Actively engage in group reading activities with purpose and understanding.	I can follow the rules my teacher gives for listening. I can listen by facing the speaker, sitting still, and	Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.		

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just read? How do I know?	complex texts with confidence and independence.			making eye contact. I can ask and answer questions about what is being read.	Summative-Running records, District Reading Inventory.		
What do good researchers do? “Cut and Paste:” What’s the problem?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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).	I can define research and explain how it is different from other types of writing. I can research a topic with others. I can work with other to write about a research topic.	Formative-Teacher observation, anecdotal notes, Writer’s Conference notes, drafts and revision. Summative-Writing Scoring Rubric.		
* Continue to reinforce the previous unit(s) essential questions for Language.	* Continue to reinforce the previous unit(s) enduring understandings for Language.	* Continue to reinforce the previous unit(s) CCRs for Language.	* Continue to reinforce the previous unit(s) standards for Language.	* Continue to reinforce the previous unit(s) learning targets for Language.	Formative-Teacher observation, anecdotal notes, Reader’s/Writer’s conferences. Summative-Phonics Based Unit Assessment, Writing Scoring Rubric, Spelling Inventory.		
* Continue to reinforce the previous unit(s) essential questions for Speaking & Listening.	* Continue to reinforce the previous unit(s) enduring understandings for Speaking & Listening.	*Continue to reinforce the previous unit(s) CCRs for Speaking & Listening.	* Continue to reinforce the previous unit(s) standards for Speaking & Listening.	* Continue to reinforce the previous unit(s) learning targets for Speaking & Listening.	Formative-Teacher observation, anecdotal notes, Reader’s/Writer’s conference.		
* Continue to reinforce the previous unit(s)	* Continue to reinforce the	N/A	* Continue to reinforce the previous unit(s) standards for	* Continue to reinforce the previous unit(s) learning targets for Foundational	Formative-Teacher observation, anecdotal notes,		

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essential questions for Foundational Skills.	previous unit(s) enduring understandings for Foundational Skills.		Foundational Skills.	Skills.	individual student/teacher conference notes. Summative-Running records, District Reading Inventory.		

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Unit VII Reading and Writing Poetry 15 days							
<p>Author's choice: Why does it matter?</p> <p>What makes a story a great story?</p>	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	<p>I can listen to and look at different types of text.</p> <p>I can explain that some texts look the same and some look different.</p> <p>I can recognize when a text is a storybook, poem, play, etc.</p> <p>I can tell how storybooks, poems, plays, etc. are alike and different.</p>	<p>Formative-Teacher observation, anecdotal notes, Reader's Conference notes*.</p> <p>Summative-Running records, District Reading Inventory.</p> <p>Write an acrostic with your name, using adjectives that describe you. Recite the poem to the class.</p>	<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p>	<p>8.1.2. E.1 Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.</p> <p>9.1.4.D.2 Express need, wants, and feelings appropriately in various situations.</p>
<p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p>	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<p>I can answer questions about my writing.</p> <p>I can listen to ideas my teachers and peers have about my writing.</p> <p>I can add details that will help the reader understand my writing.</p>	<p>Formative-Teacher observation, anecdotal notes, Writer's Conference notes, drafts and revision.</p> <p>Summative-Writing Scoring Rubric.</p>		
* Continue to reinforce the previous unit(s) essential questions for Language.	* Continue to reinforce the previous unit(s) enduring understandings for Language.	* Continue to reinforce the previous unit(s) CCRs for Language.	* Continue to reinforce the previous unit(s) standards for Language.	* Continue to reinforce the previous unit(s) learning targets for Language.			

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* Continue to reinforce the previous unit(s) essential questions for Speaking & Listening.	* Continue to reinforce the previous unit(s) enduring understandings for Speaking & Listening.	* Continue to reinforce the previous unit(s) CCRs for Speaking & Listening.	* Continue to reinforce the previous unit(s) standards for Speaking & Listening.	* Continue to reinforce the previous unit(s) learning targets for Speaking & Listening.	Formative-Teacher observation, anecdotal notes, Reader's/Writer's conference.		
* Continue to reinforce the previous unit(s) essential questions for Foundational Skills.	* Continue to reinforce the previous unit(s) enduring understandings for Foundational Skills.	* Continue to reinforce the previous unit(s) CCRs for Foundational Skills.	* Continue to reinforce the previous unit(s) standards for Foundational Skills.	* Continue to reinforce the previous unit(s) learning targets for Foundational Skills	Formative-Teacher observation, anecdotal notes, individual student/teacher conference notes. Summative-Running records, District Reading Inventory.		