

Cedar Grove School District

Cedar Grove, NJ

2016 | **Kindergarten**

Media

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mrs. Pam Burke
Mr. Peter Prvulovic
Mr. David Schoner

Media Kindergarten

Course Description

Media literacy encompasses a variety of language arts and technology skills necessary for students' proficient navigation of today's learning environments. Media instruction helps students construct meaning and address visual and verbal messages. It is also designed to develop reading strategies, vocabulary and concept development as well as inquiry and research skills. In kindergarten, the focus is on reading skills. In first and second grades, students gain proficiency in reading, speaking, listening, and viewing. Through this study, children will also learn to use the basic features of an operating system and produce a simple, finished document using word processing software.

This curriculum was written in accordance to:

NEW JERSEY STUDENT LEARNING STANDARDS for English Language Arts

The NJCSLS can be viewed at <http://www.state.nj.us/education/cccs/2016/ela/>

NEW JERSEY STUDENT LEARNING STANDARDS for Technology

The NJCSLS can be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

Media Kindergarten

Course Calendar

	Sep					Oct					Nov					Dec					Jan					Feb					Mar					Apr					May					Jun				
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40										
<u>Information Literacy - Reading</u>																																																		
<u>Information Literacy - Speaking</u>																																																		
<u>Information Literacy - Listening</u>																																																		
<u>Information Literacy - Viewing Media</u>																																																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40										



Information Literacy - Reading

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Literature

Key Ideas and Details

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.

- 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)

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

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

NJSLSA.R3 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.

NJSLSA.R6 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.

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.

- 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).

Reading: Informational Text

Key Ideas and Details

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.

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

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

- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

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.

- RI.K.5. Identify the front cover, back cover, and title page of a book.

Reading: Foundational 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.
- c. Understand that words are separated by spaces in print.

Writing

NJSLSA.W6 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.

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.

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

NJSLSA.SL3 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.

Language

Conventions of Standard English

NJSLSA.L1 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.

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

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

NJ: 2014 SLS: Technology

NJ: Grades K-2

8.1 Educational Technology

8.1 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.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Enduring Understandings

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Researchers gather and critique information from different sources for specific purposes.

Essential Questions

- How does understanding a text's structure help me better understand its meaning?
- How does fluency affect comprehension?
- How do readers construct meaning from text?
- Why conduct research? test

Content

- A. Concepts about print
- B. Fluency
- C. Comprehension skills and response to text
- D. Inquiry and research

Skills

- A. 1 Identify the function of a book and its parts, including front, back and title page.
- B. 1 Practice reading behaviors such as retelling, reenacting or dramatizing stories.

- D. 2 Listen and respond attentively to literary texts (e.g. nursery rhymes) and functional texts (e.g. science books).
- C. 1 Identify favorite books and stories.
- C. 2 Make predictions based on illustrations or portions of stories.
- D. 1 Locate and identify the purposes for various literacy areas of the classroom and the library/media center.
- D. 2 Choose books related to topics of interest.

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Performances
 - Finger plays
 - Flannel board stories
 - Puppet shows
- Projects
- Technology infusion
- Differentiated Instruction
- Read alouds

Resources

- Easy Fiction books
- Non-fiction books
- TumbleBook Library Online
- North End Virtual Media Center
- South End Virtual Media Center
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board
- CDs and audio tapes
- Teacher-created instruction sheets
- Worksheets



Information Literacy - Speaking

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Literature

Key Ideas and Details

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.

- 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)

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

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

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.

- RL.K.4. Ask and answer questions about unknown words in a text.

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.

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

Reading: Informational Text

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.

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

Reading: Foundational 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.

Phonological Awareness

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

- a. Recognize and produce rhyming words.

Writing

NJSLSA.W6 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.

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.

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

NJSLSA.SL2 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.

NJSLSA.SL6 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.

Language

Conventions of Standard English

NJSLSA.L1 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.

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

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NJ: 2014 SLS: Technology

NJ: Grades K-2

8.1 Educational Technology

8.1 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.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Enduring Understandings

- Oral discussion helps to build connections to others and create opportunities for learning.
- A speaker's choice of words and style set a tone and define the message.
- A speaker selects a form and organizational pattern based on the audience and purpose.
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Essential Questions

- How can discussion increase our knowledge and understanding of an idea(s)?
- How does the choice of words affect the message?
- How does a speaker communicate so others will listen and understand the message?

Content

- A. Opportunities for discussion
- B. Word choice
- C. Oral presentation

Skills

- A. 1 Share experiences and express ideas.
- A. 2 React to stories, poems, and songs.
- B. 1 Suggest rhyming words during word play, songs, or read-alouds.
- C. 1 Sing familiar songs and rhymes to promote oral language development.

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Performances
 - Finger plays
 - Flannel board stories
 - Puppet shows
- Projects
- Technology infusion
- Differentiated Instruction
- Read alouds

Resources

- Easy Fiction books
- Non-fiction books
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board
- Teacher-created instruction sheets
- Worksheets



Information Literacy - Listening

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Literature

Key Ideas and Details

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.

- 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)

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.

- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

NJSLSA.R6 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.

Reading: Informational Text

Key Ideas and Details

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NJSLSA.R3 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.

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.

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

Reading: Foundational 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.

Writing

NJSLSA.W6 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.

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.

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

- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

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NJ: 2014 SLS: Technology

NJ: Grades K-2

8.1 Educational Technology

8.1 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.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.2.A.2 Create a document using a word processing application.
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- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Enduring Understandings

- Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
- Effective listeners are able to interpret and evaluate increasingly complex messages.

Essential Questions

- Can one hear but not listen?
- How does a listener understand a message?

Content

- A. Active listening
- B. Listening comprehension

Skills

- A. 1 Listen fully to understand instructions.
- A. 2 Listen to identify main characters and events in stories.
- A. 3 Listen to rhymes and songs to begin developing an understanding of letter/sound relationships.
- B. 1 Listen attentively to books teacher reads to class.
- B. 2 Answer questions correctly about books read aloud.

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

- Lecture
 - Class discussions
 - Cooperative Learning structures
 - Guided practice
 - Oral and visual presentations
 - Performances
-
- Finger plays
 - Flannel board stories
 - Puppet shows
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- Projects
 - Technology infusion
 - Differentiated Instruction
 - Read alouds

Resources

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Information Literacy - Viewing Media

Collaboration

Stage 1: Desired Results

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NJ: Kindergarten

Reading: Literature

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Integration of Knowledge and Ideas

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Range of Reading and Level of Text Complexity

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Reading: Foundational Skills

Phonological Awareness

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- a. Recognize and produce rhyming words.

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E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Enduring Understandings

- People experience the same media message differently.
- Media have embedded values and points of view.

Essential Questions

- What's the media message?
- What values, lifestyles, and points of view are represented in, or omitted from, media messages?

Content

- A. Meaning
- B. Understanding of visual and verbal messages

Skills

- A. 1 Make predictions about visual information (e.g. pictures in books).
- A. 2 Discuss favorite characters from books, film and television.
- B. 1 Show understanding of purpose for pictures in books.

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

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Resources

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