

WEYMOUTH TOWNSHIP ELA CURRICULUM Overview /Pacing Guide

Content Area: ELA

Course Title: Reading and Writing Units of Study

Grade Level: Kindergarten

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	RF.K.1-4, RL.K.1-7, RL.K.10, RI.K.1-2, RI.K.4-7, RI.K.10, W.K.1-3, W.K.8, L.K.1-2, L.K.5-6, SL.K.1-6	<p>Phonological Awareness/HFW</p> <p>Sing songs and play games that help them build phonological awareness.</p> <p>Strengthen students' skills in three key areas: hearing and identifying rhymes, isolating the initial sounds in words, and segmenting and blending words.</p> <p>Learn 4 high frequency words through opportunity to practice</p> <p>Reading Workshop</p> <p><i>We Are Readers</i> (Book 1)</p> <p>Bend 1: Launches the year and gets readers working toward the big work of reading with fluency, stamina, and comprehension, as well as, learning about the world of books.</p> <p>Bend 2:Recruits students to work on reading old favorite story books</p> <hr/> <p>Writing Workshop</p> <p><i>Launching Writers Workshop:</i> Introduces students to their new identities as writers and invites them into the structure of a writing workshop. This first unit is meant to introduce students to the writing workshop. Students are encouraged to develop</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● identify letters and letter sounds ● identify phonemes and read CVC words ● identify key details of text ● write using drawings and simple labels 	<p>9/18/23-11/8/23</p> <p>Approximately 37 days</p>

Revised: July 2023

Board Approved: August 2023

		independence, confidence, and stamina while learning routines and procedures. The importance of drawing for planning should be stressed in this unit. The children will write in both information books as well as true stories. In teaching writers to stretch out a story, they will draw the start on one page, then the next part on the next page, and whatever happened next on the third page. These drawings will help children stretch out and add details to their stories.		
Unit 2	RF.K.1-4, RL.K.1-6, RL.K.7, RL.K.10, RI.K.1-8, RI.K.10, W.K.1-3, W.K.5-8, L.K.1-2, L.K.4-6, SL.K.1-6	<p>PA/HFW: Strengthen students' ability to hear and identify rhymes, isolate the initial and final sounds in words, segment and blend compound words, add and delete syllables in compound words, and strengthen alphabet knowledge. Learn 10 high frequency words through opportunity to practice</p> <p>RW: <i>Super Powers: Reading with Print Strategies (Book 2)</i></p> <p>Bend 1 Students will engage in learning activities by using superpowers to look and point to read everything, using word attack skills and using print features of the text to gain information from their book, brings books to life with fluency, expression and drama. Bend 2 Take on harder words and partner read in order to talk about books</p> <p>WW: <i>Looking Closely: Observing, Labeling, and Listing Like Scientists (If Then....)</i> This unit puts an even greater emphasis on the importance of labels and sentences. You could say this unit allows children to slow things down, to press the pause button on their fast-paced plots, so they can take the time to really stretch out each word, listening not only to the first sound, but to every sound in the word. The unit also allows you to channel some children toward writing the list books that will involve using (and reading) high frequency words repeatedly, as this is the work that will help them as readers and writers.</p> <p>Getting students to write as much as possible as they study objects found in nature. Students will gather, study, and write words that apply to their new knowledge</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Read and spell cvc-e words ● Blend & Segment compound words ● Read with purpose and understanding ● Sequence events of a story ● Determine and discuss cause and effect ● Discuss the key details in a literature piece ● Ask and answer questions about text ● Produce a writing piece utilizing their knowledge of the writing (labeling-sentence) process. with cvc-e syllable pattern. ● Study pages from exemplar writing and model writing across pages in a 3-5 page booklet. ● Practice creating mental movies and acting out a story in order to make writing come alive. 	11/13/23-1/19/24 Approximately 39 days

Revised: July 2023

Board Approved: August 2023

Unit 3	RF.K.1-4, RL.K.1-7, RL.K.9-10, RI.K.1-10, W.K.1-3, W.K.5-8, L.K.1-2, L.K.4-6, SL.K.1-6,	<p>Phonological Awareness/HFW: Across sessions, students will read the alphabet chart, play letter guessing games, and build rhymes using the alphabet chart. Having worked on recognizing rhyming words, your students will now choose a rhyming word from two choices and, by the end of this unit, they'll also work on producing rhyming words. Continue isolating both initial and final sounds. Towards the end of this unit, your students will work on connecting an initial phoneme with its grapheme by writing a letter that represents the sound they've isolated.</p> <p>Learn 10 high frequency words through opportunity to practice</p> <p>RW: <i>Bigger Book, Bigger Reading Muscles</i> (Book 3)</p> <p>Bend 1 <i>Tackling more challenging books</i> Bend 2 : <i>Zooming in on letter and sounds</i> Many students should now be progressing from the A/B level to C/D and beyond, taking on books that may include dialogue, action, prepositional phrases, inflected endings, etc. This unit will capitalize on student reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency. Instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. Students will engage in tackling more challenging books, learning increasingly challenging complex patterns of print in books, in monitoring their reading for meaning and structure. Students will extend their knowledge of letters and sounds to read new words, & focus on solving tricky words.</p> <p>WW: <i>Writing for Readers</i> Highlights the importance of telling and writing true stories that honor their families and cultures and value ordinary everyday life. This unit is an opportunity to</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Find and say the initial, middle vowel and the last sound in words. ● Blend and divide onsets and rhymes of words. ● Read with purpose and understanding ● Retell details in a story ● Discuss the key details in a literature piece ● Produce a writing piece utilizing their knowledge of the writing ● Write a complete grammatically correct sentence ● Sequence Events ● Discuss major events in a story as well as characters and setting. ● Ask and answer questions about text 	1/22/24-3/15/24 Approximately 39 days

Revised: July 2023

Board Approved: August 2023

		<p>draw on the natural instinct students have to tell the truth as you channel them to tell true stories from their lives. In class, students will have been telling many stories of experiences together and their own stories to help prepare for this work. In this unit, the teacher will be teaching children strategies for making clearer, richer stories and help them strengthen the conventions and mechanics of their writing. Until now, the teachers has wanted their children to feel so good as writers that the teacher has hidden their struggles to translate their letters into meaning. It's crucial however, that as soon as children have the ability to begin to write in ways a reader could conceivably read, the teacher lets them in on the truth. Right away, the teacher will challenge their writers to not only tell the true stories of their lives, but to do so through writing that is easy for others to read.</p>		
Unit 4	<p>RF.K.1-4, RL.K.1-7, RL.K.9-10, RI.K.1-10, W.K.1-3, W.K.5-8, L.K.1-2, L.K.4-6, SL.K.1-6,</p>	<p>PA/HFW: This phonological awareness unit is designed to especially support readers and writers working with individual phonemes and vowel sounds. Activities to support include: rhyming, isolating, blending and segmenting, manipulating, word awareness, and alphabet practice. You will see a transfer between phonological awareness skills and reading and writing. Continue with HFW introduction and practice</p> <p>RW: <i>Boosting Reading Power</i> (Book 4) Students will practice reading with more alertness to the intent that an author brings to a particular book, whether a story children will practice reading with more alertness to the intent that an</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Solidify their command of letters and sounds, short vowels, blends, and digraphs. ● Blend and divide onsets and rhymes of words. ● Discuss major events in a story as well as characters and setting. ● React to books (fiction and nonfiction) ● Fall in love with topics 	<p>3/18/24-5/17/34</p> <p>Approximately 40 days</p>

Revised: July 2023

Board Approved: August 2023

		<p>author brings to a particular story. They'll use their own voices, inflections and gestures to bring out the author's intent and will also work to read with a smooth, steady, confident voice. They'll do this both on their own and with a partner. They will tackle tricky words and new vocabulary with greater understanding. In more complicated books where they are encountering both words that are hard to read and ones that are hard to understand—i.e., new vocabulary. Throughout this part of the unit, they will learn strategies for what to do when this happens, and they will practice applying these to the books that they read. Then the students will learn the many purposes behind rereading, such as, to clarify confusing parts, to understand how two parts fit together, to connect the beginning (or an earlier part) with the ending (or a later part). Finally children will sort themselves, coach and support one another in one of three goal clubs: Fluency, Literary Language, or Keeping Track of Longer Books, based on common goals.</p> <p>WW: How-To-Books: Writing to Teacher Others Instructional focus changes a bit as students progress through the unit, you will continue to expect them to write lots and lots of how-to texts. At the start, you will introduce and study mentor texts. Children will be writing what they know how to do and that brings a level of expertise to the process. Students will try out author techniques (comparison & using your own voice) Lessons will include drawing and writing one step at a time. Students will write enough clarity and detail that others can follow the directions. Writing partners will play an important role in this bend, as pairs of children test their directions to make sure everything makes sense and get ideas from each other. Moving forward you will help your students find opportunities throughout the school day to write How-To books that can be helpful to others. You'll encourage children to write a series or collection of How-To books for their classmates. This unit emphasizes writing easy-to-read books that convey to readers exactly what they need to know.</p>	<ul style="list-style-type: none"> ● Think and Talk like an expert ● Bring out meaning and feeling in a poem ● Produce a writing piece utilizing their knowledge of the writing and genre ● Write a complete grammatically correct sentence ● Sequence Events ● Writing specifically for readers ● Reflect and set goal to lift the level of writing ● Ask and answer questions about text 	
--	--	---	--	--

Revised: July 2023

Board Approved: August 2023

Gr-K – Language Arts Reading Unit Plan 1

Unit Overview

We are Readers. This unit progresses through two parts. The first bend launches the year and gets readers working toward the big work of reading with fluency, stamina, and comprehension, as well as, learning about the world of books. The second bend recruits students to work on reading old favorite story books

New Jersey Student Learning Standards

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

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

LA.RL.K.3 - [Progress Indicator] - With prompting and support, identify characters, settings, and major events in a story.

LA.RL.K.7 - [Progress Indicator] - 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).

LA.RL.K.10 - [Progress Indicator] - Actively engage in group reading activities with purpose and understanding

LA.RF.K.1.A - Follow words from left to right, top to bottom, and page by page.

LA.RF.K.1.B - Recognize that spoken words are represented in written language by specific sequences of letters

LA.RF.K.1.C - Understand that words are separated by spaces in print.

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

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

Learning in this unit will focus on:

Standard Key ideas and details, integration of knowledge and ideas, reading foundation skills

Strand

Content Statement: Learn about the world of books

Instructional Focus

Revised: July 2023

Board Approved: August 2023

Unit 1:Bend 1

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers read the world? • How do readers read books to learn about the world? • How do readers read by themselves and with others? • How do readers read a book from cover to cover? • How do readers reread? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • SWBAT demonstrate reading the world • SWBAT demonstrate reading books to learn about the world • SWBAT demonstrate reading independently and with a partner • SWBAT demonstrate reading a book from cover to cover • SWBAT demonstrate rereading and monitoring themselves • SWBAT demonstrate rereading for the purpose of putting all of the pages together in a book • SWBAT demonstrate that rereading is also rethinking • SWBAT demonstrate rereading both pictures and words to learn more from each book • SWBAT demonstrate sounding like teachers when rereading a book 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Mini lessons • Anchor charts • Independent reading • Partner reading • Turn and talk • <i>The Carrot Seed</i> 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • Readers Workshop Unit 1: We are Readers • Anchor charts • Teacher Made Materials* • Picture Books • Video Clips • Leveled Readers* • Raz kidz • Starfall • Reading A-Z • Ipad • Dibels Benchmarking <p><i>*includes varied levels of text</i></p>

Revised: July 2023

Board Approved: August 2023

Pacing: approx # of class periods: 18 class periods

Unit 1:Bend 2

Essential Questions:

- How do readers read familiar texts independently?
- How do readers read the correct part on the right page?
- How do readers use exact character words to make reading better?
- How do readers push themselves when reading their old favorite story books?
- How do readers use words from one page to another to make connections?
- How do readers learn to sound more like the book?
- How do readers use know it by heart power to help them point and read some words in their books?
- How do readers use anchor charts to make reading better?

Student Learning Objectives:

- SWBAT demonstrate reading familiar texts independently.
- SWBAT demonstrate reading the correct part on the right page.
- SWBAT demonstrate reading exact character words to make reading better.
- SWBAT demonstrate pushing themselves while reading old favorite story books.
- SWBAT demonstrate using words from one page to another to make connections
- SWBAT demonstrate sounding more like the book.
- SWBAT demonstrate using know it by heart power to point and read some words in their books.
- SWBAT demonstrate using anchor charts to help their reading

Suggested Activities

- Mini lessons
- Anchor charts
- Independent reading

Instructional Materials/Resources

- Readers Workshop Unit 1: We are Readers
- Anchor charts

Revised: July 2023

Board Approved: August 2023

<ul style="list-style-type: none"> ● Partner reading ● Turn and talk ● <i>The Carrot Seed</i> 	<ul style="list-style-type: none"> ● Teacher Made Materials* ● Picture Books ● Video Clips ● Leveled Readers* ● Raz kidz ● Starfall ● Reading A-Z ● Ipad ● Dibbles Benchmarking <p><i>*includes varied levels of text</i></p>
<p>Pacing: approx # of class periods: 18 class periods</p>	

Reading

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

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

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

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

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

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

Integration of Technology

Language Arts engages students in a variety of learning experiences using technology tools, such as, document camera, Envision board, ipad, desktop computers, and Razz kidz website.

21st Century Life and Career Skills

Revised: July 2023

Board Approved: August 2023

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
X	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities
--	---

Revised: July 2023

Board Approved: August 2023

Dibels assessment Concepts of print assessment	Hand Signals Student Conference Language Arts centers Think, Pair, Share Leveled Reading Activities Conferencing	Lesson Review questions Reading Check questions Share/Pair Skills Practice Teacher Observation Graphic Organizers Content Videos Small group activities
---	---	--

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessment
- Small Group Instruction
- Share Examples
- Visual Aids
- Learning Centers
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities

Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers
 Alternative Assessments
 Goal Setting with Students

Homework Options
 Frequent Breaks
 Tests Read Aloud

Revised: July 2023

Board Approved: August 2023

Cooperative Learning
 Picture Vocabulary Wall
 Anchor Charts of Concepts

Personal Maps
 Change in Content, Process, Product
 Flexible Grouping
 Modified Class Assignments

Special Education/IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted & Talented
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk	

Internet Resources

Textbook Supplements: www.heinemann.com
 Razzkidz.com
 Reading A-Z.com

Revised: July 2023

Board Approved: August 2023

Last Update: July 2019

Gr –K Language Arts Unit 2 Superpowers

Unit Overview

Students will engage in learning activities by using superpowers to look and point to read everything, using word attack skills and using print features of the text to gain information from their book, brings books to life with fluency, expression and drama.

New Jersey Student Learning Standards

Learning in this unit will focus on:

Standard

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

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

Revised: July 2023

Board Approved: August 2023

LA.RL.K.3 - [Progress Indicator] - With prompting and support, identify characters, settings, and major events in a story.

LA.RL.K.7 - [Progress Indicator] - 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).

LA.RL.K.10 - [Progress Indicator] - Actively engage in group reading activities with purpose and understanding

LA.RF.K.1.A - Follow words from left to right, top to bottom, and page by page.

LA.RF.K.1.B- Recognize that spoken words are represented in written language by specific sequences of letters

LA.RF.K.1.C - Understand that words are separated by spaces in print.

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

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

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

LA.RF.K.D Recognize and name all upper and lower case letters of the alphabet

LA.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds

LA.RF.K.2.a Recognize and produce rhyming words

LA.RF.K.2.b count pronounce, blend and segment syllables in spoken words

LA.RF.K.2.c blend and segment onsets and rimes of single syllable spoken words

LA.RF.K.2.d isolate and pronounce the initial medial and final sounds in three consonant words

LA.RF.K.2.e add or substitute individual sounds and simple one syllable words to make new words

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

LA.RF.K.3.a demonstrate basic knowledge of one to one letter sound correspondence by producing many of the most frequently used sounds of each consonant

LA.RF.K.3.b associate the long and short sounds with the common spellings for the 5 major vowels

LA.RF.K.3.c read high frequency and sight words with automaticity

LA.RF.K.3.d distinguish between similarly spelled words by identifying the sounds of the letters that differ

LA. RF.K.4 read emergent text with one to one correspondence to develop fluency and comprehension skills

LA.RF.K.4.a read emergent readers with purpose and understanding

LA.RF.K.4.b read grade level text for purpose and understanding.

Standard: key ideas and details, integration of knowledge and ideas, reading foundational skills

Content Statement: Learn super powers to guide word work with reading

Revised: July 2023

Board Approved: August 2023

Instructional Focus

Bend 1 Using Super powers to Look and Point and then Read Everything

Essential Questions:

- How do readers use super powers to look and point and then read everything they can?
- How do super readers use pointer power to check their reading?
- How do readers stop longer words from slowing them down?
- How do readers use snap words to anchor their pointer power?
- How does partner power give readers even stronger pointer power?
-

Student Learning Objectives:

- SWBAT demonstrate using super powers to look and point and then read everything they can
- SWBAT demonstrate using pointer power to check their reading
- SWBAT demonstrate stopping longer words from slowing them down
- SWBAT demonstrate using snap words to anchor their pointer power
- SWBAT demonstrate using partners to get even stronger pointer power

Suggested Activities

- Mini lessons
- Anchor charts
- Independent reading
- Partner reading
- Turn and talk
- *Brown Bear, Brown Bear, What do you See?*

Instructional Materials/Resources

- Readers Workshop Unit 1: We are Readers
- Anchor charts
- Teacher Made Materials*
- Picture Books
- Video Clips
- Leveled Readers*
- Raz kidz
- Starfall
- Reading A-Z
- Ipad
- Dibbles Benchmarking

**includes varied levels of text*

Pacing: approx # of class periods: 10

Revised: July 2023

Board Approved: August 2023

Instructional Focus

Bend 2 Taking on even harder words

Essential Questions:

- How do super readers put powers together?
- How do super readers learn words and practice reading them in a snap?
- How do super readers make the first sound in the word to help them read the word?
- How do super readers never give up?
- How do readers show off their powers?

Student Learning Objectives:

- SWBAT demonstrate putting powers together
- SWBAT demonstrate learning words and practice reading them in a snap
- SWBAT demonstrate making the first sound in the word to help them read the word
- SWBAT demonstrate not giving up when the word is tough
- SWBAT demonstrate showing off their powers

Suggested Activities

- Mini lessons
- Anchor charts
- Independent reading
- Partner reading
- Turn and talk
- *Brown Bear, Brown Bear What do you See*

Instructional Materials/Resources

- Readers Workshop Unit 2: *Superpowers*
- *Anchor charts*
- Teacher Made Materials*
- Picture Books
- Video Clips
- Leveled Readers*
- Raz kidz
- Starfall
- Reading A-Z
- Ipad
- Dibles Benchmarking

**includes varied levels of text*

Pacing: approx # of class periods: 10

Bend 3 Bringing Books to Life

Revised: July 2023

Board Approved: August 2023

Essential Questions:

- How do readers use their voices to bring books to life?
- How do readers use the pattern to sing out their books?
- How do readers use punctuation to figure out how to read?
- How do readers change their voices to show they understand the book?
- How do super readers talk about books?
- How do readers retell books after they read them?
- How do readers celebrate the gift of reading?

Student Learning Objectives:

- SWBAT demonstrate using their voices to bring books to life
- SWBAT demonstrate using patterns to sing out their books
- SWBAT demonstrate using punctuation to figure out how to read
- SWBAT demonstrate using their voices to show they understand the book
- SWBAT demonstrate talking about books
- SWBAT demonstrate retelling books after they read them
- SWBAT demonstrate celebrating the gift of reading

Suggested Activities

- Mini lessons
- Anchor charts
- Independent reading
- Partner reading
- Turn and talk
- *Brown Bear, Brown bear , What do you See?*

Instructional Materials/Resources

- Readers Workshop Unit 1: We are Readers
- Anchor charts
- Teacher Made Materials*
- Picture Books
- Video Clips
- Leveled Readers*
- Raz kidz
- Starfall
- Reading A-Z
- Ipad
- Dibbles Benchmarking

**includes varied levels of text*

Revised: July 2023

Board Approved: August 2023

Interdisciplinary Connections

Language Arts Literacy

Reading

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

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

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

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

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

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

•

Other Interdisciplinary Connections

Tech, Science, Math, World Language, Visual/Performing Arts

Integration of Technology -

21st Century Life and Career Skills

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.

Revised: July 2023

Board Approved: August 2023

X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
X	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities
Dibbles assessment Concepts of print assessment	Hand Signals Student Conference Language Arts centers Think, Pair, Share Leveled Reading Activities Conferencing Lesson Review questions Reading Check questions Share/Pair Skills Practice Teacher Observation Graphic Organizers Content Videos Small group activities

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration

Revised: July 2023

Board Approved: August 2023

- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Small Group Instruction
- Share Examples
- Visual Aids
- Learning Centers
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities

Differentiated Instruction, Accommodations & Adaptations

Content Specific

Guided Reading -Leveled Readers
 Alternative Assessments
 Goal Setting with Students
 Homework Options
 Frequent Breaks
 Tests Read Aloud

Cooperative Learning
 Picture Vocabulary Wall
 Anchor Charts of Concepts
 Personal Maps
 Change in Content, Process, Product
 Flexible Grouping
 Modified Class Assignments

Special Education/IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted & Talented

Revised: July 2023

Board Approved: August 2023

Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk	

Internet Resources

Textbook Supplements: www.heinemann.com

Razzkidz.com

Reading A-Z.com

Last Update: **July 2019**

Gr –K Language Arts Unit 3 Bigger Books, Bigger Reading Muscles

Revised: July 2023

Board Approved: August 2023

Unit Overview

New Jersey Student Learning Standards

Learning in this unit will focus on:

Standard

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

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

LA.RL.K.3 - *[Progress Indicator] - With prompting and support, identify characters, settings, and major events in a story.*

LA.RL.K.7 - *[Progress Indicator] - 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).*

LA.RL.K.10 - *[Progress Indicator] - Actively engage in group reading activities with purpose and understanding*

LA.RF.K.1.A - *Follow words from left to right, top to bottom, and page by page.*

LA.RF.K.1.B- *Recognize that spoken words are represented in written language by specific sequences of letters*

LA.RF.K.1.C - *Understand that words are separated by spaces in print.*

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

LA.RI.K.6- *Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.*

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

LA.RF.K.D *Recognize and name all upper and lower case letters of the alphabet*

LA.RF.K.2 *Demonstrate understanding of spoken words, syllables, and sounds*

LA.RF.K.2.a *Recognize and produce rhyming words*

LA.RF.K.2.b *count pronounce, blend and segment syllables in spoken words*

LA.RF.K.2.c *blend and segment onsets and rimes of single syllable spoken words*

LA.RF.K.2.d *isolate and pronounce the initial medial and final sounds in three consonant words*

LA.RF.K.2.e *add or substitute individual sounds and simple one syllable words to make new words*

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

Revised: July 2023

Board Approved: August 2023

LA.RF.K.3.a demonstrate basic knowledge of one to one letter sound correspondence by producing many of the most frequently used sounds of each consonant

LA.RF.K.3.b associate the long and short sounds with the common spellings for the 5 major vowels

LA.RF.K.3.c read high frequency and sight words with automaticity

LA.RF.K.3.d distinguish between similarly spelled words by identifying the sounds of the letters that differ

LA. RF.K.4 read emergent text with one to one correspondence to develop fluency and comprehension skills

LA.RF.K.4.a read emergent readers with purpose and understanding

LA.RF.K.4.b read grade level text for purpose and understanding.

LA.RL.K.1 Use key ideas and details

LA.RL.K.1 With prompting and support ask and answer questions about key details in a text.

LA.RL.K.2 With prompting and support retell familiar stories including key details

LA.RL.K.3 with prompting and support identify characters, setting, and major events in a story

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

LA.RI.K.5 Recognize common types of text.

LA.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

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

LA.RL.K.8 with prompting and support identify the reason an author gives to support points in a text

Standard: key ideas and details, integration of knowledge and ideas, reading foundational skills

Content Statement: Engage in reading bigger books, producing readers with bigger reading muscles

Instructional Focus

Bend 1 Tackling more challenging books

Essential Questions:

- How do readers tackle more challenging books?
- How do readers use patterns to help them read almost every page?
- How do readers figure out the challenging words in the pattern?
- How do readers use all of their super powers to read pattern breaks in books?
- How do readers check their reading?
- How do readers use the pattern and the ending to understand their books?

Revised: July 2023

Board Approved: August 2023

<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● SWBAT demonstrate tackling more books. ● SWBAT demonstrate using patterns to read almost every page ● SWBAT demonstrate figuring out the challenging words in the pattern ● SWBAT demonstrate using super powers to read pattern breaks in books ● SWBAT demonstrate checking their reading ● SWBAT demonstrate using patterns and the ending to understand their books 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Mini lessons ● Anchor charts ● Independent reading ● Partner reading ● Turn and talk ● <i>My bug Box</i> 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● Readers Workshop Unit 3: Bigger Books, Bigger Reading Muscles ● Anchor charts ● Teacher Made Materials* ● Picture Books ● Video Clips ● Leveled Readers* ● Raz kidz ● Starfall ● Reading A-Z ● Ipad ● Dibbles Benchmarking <p><i>*includes varied levels of text</i></p>
<p>Pacing: approx # of class periods: 10</p>	

Instructional Focus

Bend 2 Zooming in on Letter and Sounds

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do readers use their letter sound knowledge to help them read words on the page? ● How do readers use their letter sound knowledge to help them read unknown words on the page? ● How can readers notice consonant clusters to help solve unknown words? ● How do readers look to the end of words as they read? ● How do readers preview a page and locate known words before reading? ● How do readers check their reading?

Revised: July 2023

Board Approved: August 2023

<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● SWBAT demonstrate using their letter sound knowledge to help them read words on the page ● SWBAT demonstrate using their letter sound knowledge to help them read unknown words on the page ● SWBAT demonstrate noticing consonant clusters to help solve unknown words ● SWBAT demonstrate previewing a page and locate known words before reading ● SWBAT demonstrate checking their reading 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Mini lessons ● Anchor charts ● Independent reading ● Partner reading ● Turn and talk ● <i>My Bug Box</i> 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● Readers Workshop Unit 3 Bigger Books ● Bigger Reading muscles ● Anchor charts ● Teacher Made Materials* ● Picture Books ● Video Clips ● Leveled Readers* ● Raz kidz ● Starfall ● Reading A-Z ● Ipad ● Dibbles Benchmarking <p><i>*includes varied levels of text</i></p>
<p>Pacing: approx # of class periods: 10</p>	

Bend 3 Becoming stronger Readers

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do readers use new kinds of picture power as books become harder? ● How can readers lean on their snap word power when books become less patternly? ● How can readers read snap words with inflected endings? ● How do readers use all they know about stories to make predictions? ● How can readers use extra strength re-read power to bring their books to life? ● How do readers use extra strength book talk power? ● How do readers use all of their powers to read new books?
--

Revised: July 2023

Board Approved: August 2023

<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● SWBAT demonstrate using new kinds of picture power to read harder books ● SWBAT demonstrate using snap words power to read harder books ● SWBAT demonstrate using snap words with inflected ending ● SWBAT demonstrate using re-reading strategies to bring books to life ● SWBAT demonstrate using book talks to engage in book reads ● SWBAT demonstrate using all of their new powers to engage with books. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Mini lessons ● Anchor charts ● Independent reading ● Partner reading ● Turn and talk ● <i>The Bug box</i> 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● Readers Workshop Unit 3: Bigger Books , Bigger Reading Muscles ● Anchor charts ● Teacher Made Materials* ● Picture Books ● Video Clips ● Leveled Readers* ● Raz kidz ● Starfall ● Reading A-Z ● Ipad ● Dibbles Benchmarking <p><i>*includes varied levels of text</i></p>

Interdisciplinary Connections

Language Arts Literacy

Reading

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

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

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

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

Revised: July 2023

Board Approved: August 2023

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

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

•

Other Interdisciplinary Connections

Tech, Science, Math, World Language, Visual/Performing Arts

Integration of Technology -

21st Century Life and Career Skills

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
X	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.

Revised: July 2023

Board Approved: August 2023

X	CRP12. Work productively in teams while using cultural global competence.
---	---

Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities	
Dibbles assessment Concepts of print assessment	Hand Signals Student Conference Language Arts centers Think, Pair, Share Leveled Reading Activities Conferencing	Lesson Review questions Reading Check questions Share/Pair Skills Practice Teacher Observation Graphic Organizers Content Videos Small group activities

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Small Group Instruction
- Share Examples
- Visual Aids
- Learning Centers
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities

Revised: July 2023

Board Approved: August 2023

Differentiated Instruction, Accommodations & Adaptations

Content Specific

Guided Reading -Leveled Readers	Cooperative Learning
Alternative Assessments	Picture Vocabulary Wall
Goal Setting with Students	Anchor Charts of Concepts
Homework Options	Personal Maps
Frequent Breaks	Change in Content, Process, Product
Tests Read Aloud	Flexible Grouping
	Modified Class Assignments

Special Education/IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted & Talented
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk	

Internet Resources

Textbook Supplements: www.heinemann.com

Revised: July 2023

Board Approved: August 2023

Razzkidz.com
Reading A-Z.com

Last Update: July 2019

Revised: July 2023

Board Approved: August 2023

Revised: July 2023

Board Approved: August 2023